

THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

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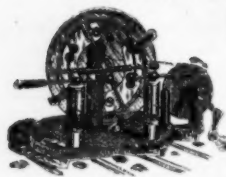
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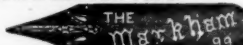
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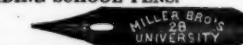
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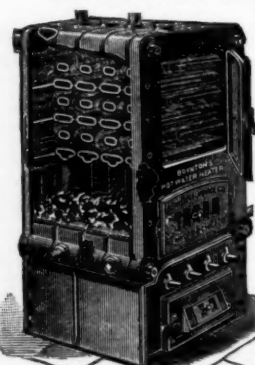


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July 19th.

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ESTABLISHED 1870.

THE SCHOOL JOURNAL.

A WEEKLY JOURNAL OF EDUCATION.

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JEROME ALLEN, }

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New York, July 19, 1890.

CONTENTS.

EDITORIAL.

Teachers' Licenses in Indiana—Teachers' Associations—
—Evidences of Progress—Then and Now—Uplifting
the Degraded 35

EDUCATIONAL MEETINGS.

New York State Teachers' Association 36
Notes on the Educational Meetings 37
American Institute of Instruction 37
The University Convocation 37
Pennsylvania State Teachers' Association 38
Alabama Educational Association 38
West Virginia State Teachers' Association 38

THE SCHOOL-ROOM.

The Pupil's Self 39
Care of the Body 39
Studying People. By Robert G. Ellsworth 39
Hints and Helps 40
Interesting to Pupils 40

OUR TIMES.

Of Special Interest to Pupils 41

CORRESPONDENCE.

EDUCATIONAL NOTES.

New York City 42
Foreign Notes 44

BOOK DEPARTMENT.

New Books 44
Announcements 44
Magazines 44

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Subscribers and advertisers will please notice:
During the weeks ending July 26 and August 2,
THE SCHOOL JOURNAL will not be issued. The usual
vacation of the editors will occur at that time.

IN Indiana the county superintendent proposes
that 75% shall be needed for a 6 months'
license; 85%, for a 12 months' license; 90%, for a 24
months' license; and 95%, for a 36 months' license.

Is this a sound basis? We think not. We think
(1) a certain amount of so-called book-knowledge
is needed by every teacher; (2) he must have some
knowledge of the art and science of teaching. The
correct plan is to demand from the teachers a cer-
tain amount of knowledge of each of these, bearing
in mind that they will fall into certain grades grow-
ing out of their intellectual grasp, rather than of
their memory powers. A teacher who is placed in
the third grade is so placed because he is a different
thinker from one put in the second grade. For
example, suppose a teacher opens a school in a new
place, and gathers 50 boys and girls together. He
will examine them and classify them, of course.
Will he put the boy who gets 75% in the first reader,
the one who gets 80% in the second, and so on?

There should be a series of questions for one who

aims at the third grade certificate, another set for
those who aim at the second grade, and so on. We
do not note that any effort is proposed by these
gentlemen for advancing the teachers step by step,
as the pupils in a school are advanced. Here is
where the state authorities have neglected their
duty. Let the county superintendents of Indiana
put the third grade teachers at work, and in six
months examine them for the second grade; if
teachers are found wanting, let them kindly be
advised that they must give way to more ambitious
ones.

IT was conceded at Saratoga by good observers
that there is a very strong probability that there
soon will be Northwestern, Central, Northeastern,
and Southern Educational Associations; and
that the winter meeting will be an educational
congress to represent all the associations. This is
predicted not on account of difference of feeling,
but on account of the great space to travel over in
the summer time when one point is named. Be-
sides the summer time is more and more devoted to
summer schools of education. Since the admission
of the Dakotas the Northwest has become an enor-
mous territory, and it is rather restive when an
Eastern town is named for a place of meeting in the
summer. If this should be the outcome, the winter
session should be planned to be attended by dele-
gates to be elected by the state associations.

THE reports of the meetings that have come to
hand, show some evidence of progress; still
there is a threshing over of old straw. The teach-
ers of the state or nation are in a large sense
wholly powerless. They may meet and read
brilliant papers on a great variety of subjects and
no result whatever will follow; it is simply a waste
of time and effort.

But there are subjects they may discuss with pro-
fit—those that relate to their own business, their
own progress, their own improvement. It seems as
though there was a better conception of this fact this
year, but in many quarters the same old round is
followed.

The report of the national meeting came so late that
it must be laid over until the following number of
THE JOURNAL. Prof. E. H. Cook, of New Brunswick,
was chosen secretary, which seems to us a piece of
unusual wisdom, and evinces the giving way some-
what of the power of the old regime.

The discussions at Saratoga looked towards the
professional preparation of the teacher; and the
discussions at some other meetings indicate that
this topic is destined to overshadow in time all
others, but its time has not yet come. The "New
Education" is discussed yet—a good sign; it will
bear discussion for many years.

We have to thank friends in all parts of the
United States for sending us reports, notes, and
clippings. We consider this a sign of no mean im-
portance; there have been years when a teacher
would attend a convention and take not the slight-
est interest in sending us any information. This
neglect of the cause of education has been a fruitful
source of discussion, and no one has given an ade-
quate reason for the non-interest of the teacher in
his fellows. Like the celebrated Lord Dundreary
we are obliged to say, "It's what no fellow can find
out."

IT is just sixteen years since the senior editor be-
gan his editorial work on this paper. From
the first he began to urge the teachers to go forward,
to aim at higher professional fitness. Men of large
experience in the educational world shook their
heads sadly when they read these utterances. "He
will fail," they said. The writer well remembers the
words of Henry Kiddle, then the able and accom-

plished superintendent of the New York City
schools: "I would not undertake that, Mr. Kellogg,
for the teachers don't want to be reformed; they
will hate you for telling them they need to be, and
finally it cannot be done—I know them."

But it was felt that to leave the schools in the
state they were would be wholly unjust to the chil-
dren, and the attempt was persisted in. As an ardent
disciple of the Pestalozzian school represented by
Mann and Page, and especially Wm. F. Phelps, he
knew there were better ways of teaching. These
were termed (for clearness) by the graduates of the
Albany normal school, "Normal Methods;" mean-
ing by them the methods that were underlaid by
the spirit and principle of Pestalozzi, as he was then
interpreted. It was seen that these were employed
in but few schools, and so they were preached with
all the earnestness and ability at command.

As has just been said, the teacher was aimed at;
it was felt he must be brought up on higher ground.
No matter what sort of a certificate he held or what
sort of a place he occupied. It urged the teacher to
read "Page's Theory and Practice of Teaching." At
first little heed was paid to the request. One
teacher wrote, "I have bought the book because
you have said so much about it." Finally, the
publishers of the book noted the new demand for it
and issued a new edition.

The labor spent has produced a grand result. At
the New York state association at Saratoga this
year, the president said in his annual address:
"The time will come when a teacher will no more
attempt to practice teaching without his principles
than the lawyer without his Kent;" and another
speaker said: "It is the fashion to talk about
professional improvement nowadays." What a
change! There was no such "fashion" in 1874,
when THE JOURNAL "howled" as one said, for the
teacher to buy books and read about education.

One of the best testimonies to the efforts of THE
JOURNAL comes from Pres. Thomas Hunter of the
normal college of this city: "You have won a grand
victory; I used to read your exhortations, that the
teacher should own books on education and study
them, but I smiled to myself and said, 'They won't
do it, however,' but they are doing it. In the col-
lege classes, I am surprised to find that the graduat-
ing class all own one book and some several books
on education."

Evidently we are entering on a new phase of edu-
cation. The year 1890, sees the teacher perhaps no
better prepared to teach than he was in 1870, but he
is inquiring if his methods are founded on educa-
tional principles. The normal schools, the insti-
tutes, the summer schools are feeling the effect of
this new spirit. Those who live to see 1900 will find
the tide rising in considerable force; there is an in-
fluence at work that will not cease until the whole
system, from the kindergarten to the college, is
molded in accordance with Pestalozzi's declaration
that "Education is for the generation of power."

WE have read with much interest the attempt
made by some earnest girl college graduates
to be of use in uplifting the degraded in this city,
and shall publish a brief account of it. They took
a house and got girls in the vicinity to come in and
see how people should live; they showed them how
to cook, to clean, and to live like civilized human
beings. The point we make is that they set these
girls to doing—in other words it was the "fetich of
manual training" that was erected in Rivington
street, and that produced a wonderful effect upon
those that were there trained. Now why did those
intelligent sensitive, cultivated girls fall back on
manual training as the means to be employed in the
work they had in mind? There must have been a
good reason. The results have been such as to
warrant its continuance.

THE NEW YORK STATE TEACHERS' ASSOCIATION.

The forty-fifth annual meeting was held at Saratoga Springs, July 7, 8 and 9, President Walter B. Gunnison in the chair. The following is the

PROGRAM.

Monday evening:

Business meeting, addresses of welcome, etc.
Address by President Low, of Columbia College.

Tuesday morning:

Business meeting.
Address by Nicholas Murray Butler, "The Professional Training of the Teacher."
Discussion by Principals Capen and Cheney.
Address by Hon. W. A. Poste, "Training for Citizenship."
Discussion by Supt. Slocum and Principal Stebbins.
Address by Supt. Draper.

Wednesday:

Business meeting. Principal Hardy's report on "What shall our Children Read?" Address by Edward Eggleston.
Discussion by Prof. A. S. Hoyt and Principal W. P. Thompson.

At the preliminary business meeting Dr. James Milne presented the report of the executive committee on amendments to the constitution: (1) that the fiscal year end December 31; (2) that a standing committee prepare a list of books for children's reading. Dr. Cook moved that a greeting be sent to the American Institute, and to the National Association. Mr. Charles C. Lester gave an address of welcome.

President Gunnison, in his annual address, said:

"Emphasis is being placed on the necessity of professional training as never before. The time will soon come when a young man will no more presume to start out to practice teaching without his principles, than does the doctor without his materia medica. There is great activity among the teachers of the state.

"It seems to him that the great work of this association is to mold and direct the energy that is so apparent among the teachers. Shall the teachers have nothing to say as to those who are to enter their ranks? This is but one of many grave questions we have to consider. They cannot afford to pass them by and indulge in an annual picnic."

President Seth Low, of Columbia College, gave an address on "The Relation of the State and the Locality to Public Education:"

"Not an institution in the state grants degrees but by the authority of the people. The locality is the agent of the state. The state fixes the minimum, and if the locality chooses to go beyond that, it is not repressed. The state must define the training and equipment of the teacher. The locality power selects. The state of New York is fortunate in having such a body as the board of regents of the university—only it should be made into a live university."

On Tuesday morning Nicholas Murray Butler, of Columbia College, read a paper on "The Duty of the University to the Teaching Profession:"

"Normal schools are invaluable, professional training schools and colleges for teachers are necessary, but these are not all. They serve to cultivate a field which the university cannot reach directly, but they cannot supplant the work of the university itself. The university, and the university alone, is equipped by tradition, by scholarship, by resources, and by opportunity to give to the subject of education that profound and accurate treatment that has characterized its study of the sciences, both moral and physical, during the past five hundred years.

"The university will naturally bring to the study of education three points of view, and as a result there will be three distinct but complementary phases of educational science—the historical, the psychological, the ethical.

"The university cannot, with any organization that it has yet assumed, give to intending teachers their necessary practical training. For this training constant contact with children themselves, and much experience in the school-room is indispensable. And although the medical faculty assigns its students to the task of observation and practice in the hospital, the university student of education has not yet had a similar opportunity for professional apprenticeship accorded to him. The time may come, indeed it may come before most of us expect it, when the university will be able to offer practical teaching experience to those students who desire it; but the work of constructing and expounding a science of education need not be delayed until then.

"A science of education such as I have roughly sketched will not be completed in a day. It touches too many branches of knowledge, and involves too great a number of details to admit of speed in its construction. Its secrets will only be yielded up to patient research and unremitting intellectual toil. But I believe that the advantages to follow in its train are sufficiently great to compensate for almost any expenditure of effort. From the university it will go out to the college, the academy, the elementary school, the kindergarten. The training of the youngest and poorest child will be improved by it. New light will be thrown upon the most familiar processes of instruction. The whole system of education will be united and harmonized."

Prof. Francis J. Cheney presented "The Importance of Teachers' Classes in the Academies:"

"In a democratic country the district school is the important factor. It was the district school that saved the country in the late war, not the university. It is not enough for a teacher to know a subject; it is becoming more apparent every year that special training is needed. All of our normal schools only graduate 600 in a year, the teachers' classes furnish 1500, but with the new arrangement probably double that number will come out."

Mr. Sprague believed the "stirring of the dry bones" alluded to commenced in the district schools; he thought that natural fitness was the important thing. The demands of the district school teachers have stimulated the universities to find chairs of pedagogy.

Prof. Williams, of Cornell, said the university investigated ethics, philosophy, and psychology, and he dated the movement in 1872 when the University of Iowa established the first chair of pedagogy. More must follow.

Mr. Hill, of Havana, thought it was "the fashion" to be interested in professional training. The life of the teacher does the work, he must study actual teaching; there is a study of the profession and there is a professional study; he favored the former.

Mr. Stebbins thought our fathers taught as well as we, if not better. Pedagogical science had not added anything to the science and the art of teaching. More accurate scholarship is the thing wanted.

Dr. James Milne felt that the teacher needed to know the methods of successful educators. Not only had there been successful teaching, but much study of teaching. A careful study of Froebel and Pestalozzi had added greatly to our conception of proper education.

Mr. Hess referred to the recent origin of the school system; education is in its infancy. We really know but little about it. It demands study.

TUESDAY AFTERNOON.

Prof. James Milne presented the report of the executive committee on the amendments to the constitution: (1) that the auditing committee be appointed from the executive committee; (2) that at the meeting of the executive committee in October the maximum amount be used by the secretary, for printing, for exhibits, for executive committee, for annual meeting, for committee and literature and for emergencies, be apportioned; (3) that the fiscal year begin on January 1; and (4) that an entrance fee of \$2 for the men and \$1 for the ladies be charged. All these, except 3 and 4, were adopted. The reading of the report on necrology was omitted; it will appear in the proceedings. The report on exhibits was read by Prof. Kennedy.

Secretary Morehouse rose to a question of privilege, and after modestly recounting his services as secretary for the past eight years, asked not to be considered a candidate for re-election. Prof. Verrill offered a resolution recognizing the efficient services of Secretary Morehouse, and tendering the thanks of the association. This was unanimously adopted, after having been heartily seconded by Prof. Cook.

A paper on, "Is special training in schools for political duties of citizenship, practical?" by Hon. Wm. A. Poste, of Canton, was read:

"The high school should give instruction in the constitution of the state and discuss the characters and powers of corporations and the methods and system of discussion, also the history of cities. It would be better for the pupil to know something about the way government is carried on than to understand alligation, alternation, or duodecimals, but any attempt at partisanship is out of place in the school. Party convictions are matters of personal force. We are aiming not at the partisan truth, but the political truth."

Supt. A. G. Slocum thought that boys should be taught to love the country, to take a pride in national triumphs, and to venerate the names of the men who died for it.

Prin. Stebbins, of Brooklyn, said there was now too much partisan feeling. The pupils should learn the principles and facts concerning the measures of the day.

The discussion was participated in by Pres. Hill, Mr. Barren, Mr. Corey, and Mr. Hess. It seemed to be the opinion of all that the underlying facts in current events should be discussed with clearness, avoiding all partisanship.

TUESDAY EVENING.

Hon. Andrew S. Draper gave a history of the public school movement in New York state. After pointing out the growth of the system he humorously said:

"And yet there are men who claim that no pies are as good as the pies mother used to make. We have among us still men of this order—to them the little red school-house on the distant hill-top cannot be improved upon. Yet the fact remains that the schools of the state were never in so good condition as in the year of our Lord, 1890."

WEDNESDAY MORNING.

The report of the committee on "What shall our children read?" was presented by Principal Hardy, but not read. On this subject Edward Eggleston said:

"Pretty much all that the pupils get at school is the power to read and write. To give the power to read is not enough; they must be directed what to read. It is getting to be seen that the library is a most important factor in the development of the life

of our young people. We all of us can look back and feel that certain books have had a great bearing upon our lives. Benjamin Franklin was changed in character by reading Mather's "How to do Good." How many have been influenced by Franklin's life. Looking at it from the educational point, we feel that such books as stiffen up the moral nature are important to be read; such a book to me was Robert Dawson. Columbus read Marco Polo, and so America was discovered. Then, too, there must be books to create an appetite; here it seems to me that history, if correctly written, is the great field but the book must not be committed to memory, nor should there be examinations held on historical knowledge. Bancroft's History has disgusted many. Prescott's charms everyone. Then there must be a cultivation of the taste, Shakespeare must not necessarily be put into the hands of the pupils. There is undoubtedly too much novel reading. It stimulates excessive emotion. There needs to be, on the contrary, a moderation of emotion and more self-control; we need to learn to repress our emotional nature. There are novels that do not tend toward emotion, these are the ones to be put into the hands of pupils."

This was further discussed by Prof. Hoyt and Prin. Thompson. Pres. Webster, of Union College, being absent his paper on "Closer Articulation of the University and the School," was read by Supt. Blodgett, of Syracuse.

Supt. Marble, of Worcester, read a paper on "Study of English Literature," and received a vote of thanks:

"Literature is the essence of the human intellect; it contains the essential oils of human activities. The best literature must find a responsive chord in the mind. There is in all good literature that which stands the test of time. The student comes to know more and more the products of great minds, and his own advancement is apparent even to himself. Do not discourage pupils from making their own comments and expressing their own opinions. The best literature is far beyond the comprehension of the young student. To advanced students the beauties of literature are not all on the surface. As we advance to higher planes new charms present themselves. In a familiarity with the best in literature on the part of our children rests the future, very largely, of this republic."

The result of the election was as follows: President, Dr. James M. Milne, Oneonta; vice-presidents, A. G. Slocum, Corning; Julia Richmond, New York; Ella L. Richardson, Auburn; Wayland Stearns, Mohawk; recording secretary, Welland Hendrick, Saratoga; assistant recording secretary, A. M. Wright, Waterville; transportation agent, Harvey C. Camp, New York; superintendent of exhibits, John F. Woodhull, New York; treasurer, C. N. Cobb, Oneonta; executive committee—(to fill vacancy) Channing Stebbins, Brooklyn; Charles F. Wheelock, Canajoharie.

The committee on literature consists of George E. Hardy, New York, Oren Root, Clinton, William P. Thompson, Auburn.

The report of the treasurer shows a balance in the treasury of \$1,588.26.

Pres. Gunnison thanked the association for their aid and encouragement. Pres.-elect Milne was then escorted to the platform and made a happy speech of acceptance, and the association adjourned *sine die*.

The exhibit of school work completely filled a large hall, and showed immense progress. The judicious system of arrangement enabled one to study the methods pursued in the schools represented. Ballston, Syracuse, Ogdensburg, Utica, Watertown, Saratoga, Corning, Cohoes, Herkimer, Little Falls, Hudson, Malone, Rochester, Brooklyn, College for Training of Teachers, sent examples of the work of the children in their schools. Here may be seen the crude first year's work of the child; then the advance he makes as he struggles to express himself more clearly.

Work has frequently been exhibited on these occasions that has provoked contempt, because it was merely a copy of some picture; even then it had been "doctored" by the teacher. Here the work is free hand, and is the hand work of the pupil—no "drawing over." A good deal of criticism might be expended. In some cases the paper cutting is carried too far for the profit of the pupil. On the whole, however, the exhibit is a great advance on the work not only of last year, but that of any other year.

On one side of the hall is a very interesting exhibit of the work of Prang's drawing classes—in 20 lessons. About 1500 teachers have undertaken a series of lessons by correspondence to enable them to teach drawing; 150 of these are in New York state. We have here the first lesson, sent by mail, and the drawings produced. Then comes the second lesson and the drawings, etc. This is not an attempt, it must be noted, to teach drawing by correspondence, but to teach a teacher how to give lessons in drawing—which is quite another thing. The great revolution in the methods of teaching drawing cannot be accomplished unless the teacher has a proper conception of drawing as a means of mental evolution.

EDITORIAL NOTES.

THE STATE ASSOCIATION.

The attendance fell a good deal short of the expectation; Brooklyn and New York had a better representation than usual—except last year of course. Mr. Gunnison made a strong impression as president. The exhibit was the largest ever made, and, though an entire hall had been taken, there was not room enough. There was a good deal of outside discussion over the plan of the program, which differed much from past years. It will be noted that only one subject was proposed for discussion at one session—excepting business of course. Let any one look at this program and then look at the programs of other states—especially those of Southern states. But is it necessary to turn to these? Look at our own association meetings anywhere back in the past. It will be seen that in a three days' session twenty-four subjects are usually crowded in. In this year's meeting only one subject per session was allowed. This did not meet with complete success, for the discussions were not strong—the teacher is not a good off-hand debater. We think, however, that the plan is an excellent one; and would suggest that the leading papers be printed and sent out to persons to discuss. The discussions of Profs. Capen and Cheney, having been prepared, were pointed and forcible. So that we urge Pres. Milne to continue the plan inaugurated by Mr. Gunnison.

The association is still to roll in the trough of the sea as to income. It was voted to hold to the old method—that is, meet, get in what fees you can, and go ahead. The executive committee, however, do not see any fun in this. Take Pennsylvania, for example: the state association met and could not get in membership fees enough to pay expenses. We still urge the plan of (1) a roll of membership; (2) membership to begin January 1, and at that date to collect in fees—by February 1 the committee would know how much money they had to expend; (3) a committee on membership to nominate members each year. We had this year the same unpleasant fact to look us in the face that we have every year—an irregular membership. There should be not less than 1000 permanent members who pay whether they come or not.

The main discussion was on the topic that is rising so rapidly in importance—the professional preparation of the teacher. The editor was often met by remarks like these: "Well, they have got hold of your ideas at last," "They talk like THE SCHOOL JOURNAL." "I should think you would be satisfied with the results," etc.

THE AMERICAN INSTITUTE.

While these meetings are always respectable, they are sometimes dull. A cloud seemed to be over this year's convention, yet we cannot say why. Pres. Littlefield was energetic and courteous; the themes were good and the speakers able. But the New England people cannot stand the seductions of the springs and of their brethren and sisters of the New York state association. We found many present who had just come for the excursion—they did not care for the addresses at all.

The "Schubert Quartet" (ladies) and the "Temple Quartet" (gentlemen) of Boston by their singing, and Mrs. Eugene C. Webster by her recitations, enlivened the meetings very greatly. The enrollment fell short of what was expected.

THE UNIVERSITY CONVOCATION.

The convocation is always interesting in the fact that it brings together scholarly men from the academies, colleges, and high schools. If the Regents have one-hundredth of the power credited to them by the speakers an educational millennium would be possible. We would suggest that instead of their being called "Regents of the University," to change the name to "Regents of Instruction," and then to give them the power once in three or five years to elect a man to superintend the public schools of the state. Then there would be unity.

It is really a pity that some good work could not be got out of Chancellor Curtis. His address assured the hearer that he was a source of power. He showed some of his old time humor, when he said he had been asked by a well informed citizen if "his duties of chancellor would demand his giving class instruction." Another asked, "Where is the university located?" The humor of these questions cannot be appreciated out of the state of New York; it is useless to try to explain them.

The secretary of the Regents, Melvil Dewey, is a bright man; he is of to-day, and his effort is to make the Regents of some consequence. He is ably aided by Prof. Watkins. Holding the meetings in the senate chamber helped to render them imposing. Mr. Dewey shadowed a plan for University extension—which we will allude to hereafter.

AMERICAN INSTITUTE OF INSTRUCTION.

The sixty-first annual meeting convened at Saratoga Springs, July 7, 8, 9, and 10, President George A. Littlefield in the chair.

The following is the program:

Monday evening.—Addresses of welcome by City Supt. Jones, and State Supt. Draper.

Tuesday.—"The Educational Outlook," by Mrs. Mary A. Livermore; "Women in Education," G. C. Fisher; "A plea for Studying European Systems of Education," by Pres. G. Stanley Hall, Worcester, Mass.; "The Scholarly Spirit," by Pres. Bradford P. Raymond, Middletown, Conn.

Wednesday.—"The Essentials of Good Teaching," by Prof. J. C. Greenough, Westfield, Mass.

"The Professional Preparation of Teachers," by Supt. E. P. Seaver, Boston.

"The Next Step in Normal Work," by Hon. Thos. W. Bicknell, Boston.

Thursday.—The place of Natural Science in the Educational Course," by Prof. Rice, Middletown, Conn.

"Instruction in Morals and Manners," by John Tetlow, Boston.

"Patriotism and the Public Schools," by President E. B. Andrews, Providence, R. I.

Mrs. Livermore said:

"The time was, and not long ago, that anyone was supposed to be capable of teaching a primary school. Now the truth of Lord Brougham's saying: 'A child six years of age had learned more in that time than it could in all its after life,' is generally recognized, for that is the root period of human life. It is for that formative period that the best trained teaching is required.

"Health is the great pre-requisite. Bodily culture should be a part of the course of the public schools.

"Morality should be taught in the public schools. I know it is said there cannot be moral teaching if the reading of the Bible is eliminated. That is a mistake. The moral nature existed and was recognized before the Bible was written.

"The coming epic will begin not, 'Arms and the man, I sing,' but 'tools and the man—aye, and the woman' (applause). Industrial education must have a place in every scheme of elementary or advanced education, for women, as for men.

Tuesday morning Supt. C. G. Fisher, formerly of Weymouth, now of Muskegon, Mich., read a paper on "Women in Education."

"Teaching comes a little nearer a woman's life than a man's. It is a part of motherhood and maternity that it should do so. It is a divine ordinance. I would not crowd the men out of the school-room. They have their place there, and their way of looking at things, and it is a good way, a necessary way. It does a girl as much good as a boy to come under the influence of a well-bred and highly-educated man. For the beads of institutions I prefer men to women, as a rule. I have profound respect for the born schoolmaster, but I believe more women than men are born to teach. They are more conscientious and have, as a rule, greater natural teaching and governing power. If you want to know what a man can do in the way of putting things, read 'Little Lord Fauntleroy!' If you want to try its effect upon yourself begin it about bed-time, and you will soon discover you have an all-night's job. If you want to try its effect upon others, read it to your pupils."

Mrs. Livermore said:

"I find by careful study that three-fourths of the teaching of to-day is done by the women; if it is not what it ought to be, then we are to blame. This country will be in a calamity, if the time ever comes, when the teaching is done by the women alone. God meant something when he put us here together. The best results are reached when we labor together. There is in every woman born a mother's heart whether she be a mother or not. Why is it that none of our boys desire to attend schools and go through college? Because they want to get out into the political swim as they call it. I don't like a man in politics; I don't want to meet him. If there does not come a change soon we shall not have any boys in our colleges, because of the great prizes in politics outside.

"We are to-day in the right line of work and development in our schools and we are rapidly coming to the point when we will have advantages over other countries."

President G. Stanley Hall, of Worcester, Mass., presented "A Plea for Studying European Systems of Education."

"A master, a city superintendent, a college president, a professor of pedagogy, must study the experience and the institutions of other lands, of all grades. It is the comparative method which broadens and does best work in all fields. As he who knows but one language, or one religion, knows none well, so he who knows but one system of education knows none.

"In many respects we are now realizing that we have much to learn from Europe where educational systems are more unified, where teaching is more often a profession, where curricula are more wisely arranged, and are discussed in legislative bodies. There never was such unsettlement in fundamental educational matters here as now. The parochial, the technical, the professional problems, the shortening of college courses—all these show that broader studies have become inevitable."

President Bradford P. Raymond, of Wesleyan University, presented "The Scholarly Spirit."

"Three essentials of the scholarly spirit may be named:

"First, enthusiasm for some section of knowledge.

"Second, the power to think accurately.

"Third, the power to think comprehensively.

"First of all, there must be awakened in the mind of the boy or the girl an enthusiastic love for some branch of knowledge, for the truth. This gained, the power of thinking accurately and comprehensively follows. To think comprehensively it is absolutely necessary to think accurately. A poet has said, 'I am a part of all that I have met.' We must be this and more. The scientist

hold that we must be not only a part of all that we have met, but part of all that our ancestors have met.

"Nature shows the proper process of education. She throws the boy into the world and sets him to asking questions about bird and beast, plant and flower. She pursues the same method when she throws the boy into society and sets him to investigating his rights and the rights of others. The activity without, acting, upon the dormant activity within, arouses it. The world needs great thinkers and great teachers—men capable of sustained, comprehensive, and accurate thought."

State-Supt. Patterson, of Concord, N. H., said:

"We do ourselves injustice if we confine ourselves to the companionship of contemporary writers. The scholar can derive greatest benefit from communion with the mighty minds of the past. The spirit of the military period and of the commercial period in a nation's development are antagonistic to the best intellectual production. We are at present in the money making period, but there are signs that we will outgrow it. The prophecy given by American literature is glorious and we shall yet reach that greatest and brightest period—the intellectual one."

On Wednesday Principal J. C. Greenough, of Westfield, Mass., presented "The Essentials of Good Teaching," it was also discussed by Mr. Joseph E. Maury, of Providence, R. I.

Supt. E. P. Seaver, of Boston, presented "The Professional Preparation of Teachers."

"The normal schools have met with success. They have spread the conviction that the professional training of teachers, as a matter distinct from their advancement in pure scholarship, is a necessity. The high school teachers are seeking for it. The normal schools have done much to improve methods of teaching in the common schools; to create interest in the study of educational science; to promote the recognition of teaching as a liberal profession, and to re-awaken interest in popular education. The universities should take hold of this matter and provide professional training for all of their graduates who turn to teaching. There should be in every university or college, especially in the women's colleges, teachers' seminars for the training of teachers of high schools and academies."

"The Next Step in Normal Work" was presented by Thos. W. Bicknell:

"There are a great many men who have no faith in normal schools; who believe that Socrates was a great teacher, that no normal school could have made him a better one, and that a teacher is born not made. There are others who may be considered believers in the efficacy of normal school methods, but who also believe that the normal school has reached its highest stage of development. The speaker declared his faith in a future growth of the normal school idea, which should embrace a continent. The normal school has quickened the professional feeling throughout the country. We must multiply the normal schools by the tens, aye, by the hundreds, and increase the efficiency of those already existing."

Ex. Supt. Stone said:

"There are some people who think more of the past than of the future, and who also think that further achievement is impossible; but there must be an enlargement of the scope of normal school training."

The subject was further discussed by Messrs. Huling, Patterson, and Greenough.

THE UNIVERSITY CONVOCATION.

The twenty-eighth annual convocation of the teachers of the academies and the colleges was held in Albany, July 9, 10, and 11. George William Curtis, chancellor of the board of Regents, presided.

"The Teaching of History in Academies and Colleges" was presented by Prof. Lucy Salmon of Vassar College. Chancellor Curtis in his annual address discussed the real powers and duties of the university.

President D. J. Hill, of Rochester University, presented "What Constitutes a College?" Discussed by Dr. George A. Bacon. Prof. J. Scott Clark, of Syracuse University, presented "The Teaching of English Composition in Academies."

Pres. Bartlett, of Dartmouth College, presented "The Study of Ancient Classics."

Reports from the colleges and academies occupied Thursday afternoon.

O. B. Rhodes, of Adams collegiate institute, discussed, "Are Colleges requiring too much for admission?" This was the occasion of much interest, for it has been proposed at Harvard to make the course extend over three years only. The speaker felt that too much was not required—but there is no unity in the plan for preparing one for college. There should be a clearly defined place in the fitting schools of the country, and a uniformity in the demands of the colleges. Certainly the Germans demand more than we; the German boy doesn't complain.

This was very earnestly discussed by Prof. Emerson of Buffalo: "The colleges require too little." Among the subjects were the following: Prof. J. Scott Clark considered, "Special courses are the curse of colleges;" Prof. F. S. Capen, "Boys often enter on special courses too young;" Dr. Wheeler, "The secondary course is not closely joined with the college;" Dr. Taylor, "A college needs \$100,000 at least to be a college at all."

Ten topics relating to examinations were discussed

PENNSYLVANIA STATE TEACHERS' ASSOCIATION.

The 36th annual meeting was held in Mauch Chunk, July 7, 8, and 9. Prof. E. M. Hyde, of Lehigh University, welcomed the association, saying: "Illustrative methods have come to stay." "Good literature is the handmaid of religion and morality." L. H. Barber, of Mauch Chunk, added some remarks.

TUESDAY FORENOON.

Supt. Samuel Hamilton, of Allegheny county, replied, followed by Prof. Mackey, of Butler, who said: "Our watchword is education in its highest, broadest, noblest sense." Supt. David A. Harman, of Hazleton, "would lay stress on the word profession." Prof. Thomas A. Smith, of the West Chester state normal school, presented "The Educational Pendulum." E. U. Aumiller, of Perry county presented "The Emotions as an Element in Education." "The ideal teacher must be able to deftly touch the sympathetic and responsive chords of the child life, so that with the practical and stern may be developed the poetic, the sublime, the chivalric, and the beautiful." Prof. James Coughlin, of Kingston, said: "Our work is to educate popular sentiment all along the line of education." Supt. R. M. McNeal, presented "The Need of Moral Training in Our Schools." "The state of public morals in our country depends upon the education and training of our youth."

Dr. Edward Brooks, of Philadelphia, spoke of "The New Education." "Why, do you not know what it means? Why, it means the new things in teaching—the new education. To some the expression new education is a term of exultation. To others it is simply a delusion. With some the new education is really the spirit of exaggeration. To the majority of those who use it to distinguish their work, I believe the term expresses the spirit of a noble aspiration. Teachers are dissatisfied with the results of the past, and believe there must be some better way, and are constantly reaching forward toward that which promises better results in the future."

Dr. A. E. Winship, of Boston, Mass., said, "Aim for a school work that trains the child for shop, home, commerce, society, church, and state."

The entire forenoon of Wednesday was devoted to memorial exercises to the memory of the late State Supt. Dr. E. E. Higbee. Addresses were made by Dr. D. J. Waller, Jr., the newly appointed state superintendent, Henry Houck, Dr. Edward Brooks, Hon. J. Q. Stewart, Dr. George M. Phillips, Dr. E. O. Lyte, Rev. Deatrick, of Clarion; Miss Elizabeth Lloyd, and Prof. J. P. McCaskey. The committee on a memorial fund, Prof. M. G. Brumbaugh, chairman, reported the total receipts to be \$3,184.45.

These officers were elected: President—Prof. George M. Phillips, of West Chester; vice-presidents—Prof. Thomas W. Bevan, of Catasauqua, and Miss Mary L. Dunn, Delaware county; secretary—Prof. J. P. McCaskey, of Lancaster; treasurer—Prof. D. S. Keck, of Kutztown.

Prof. John S. Clark, of Boston, Mass., explained "Form Study and Drawing." Dr. T. B. Noss, of California, Pa., discussed "Is German Education Better than Ours?" Among other things he said: "It is better, but ours is to be better than theirs. Our more enlightened teachers are beginning to look with distrust upon much that has passed under the name of education." Prof. L. E. McGinnis, of Steelton, read a paper on "School Libraries."

Prof. C. F. Foster, of Chester, presented "The Work of a Principal," so also did Prof. Fennerman. Dr. Z. X. Snyder, the principal of the Indiana, Pa., state normal school, discussed the "Old and New in Education."

The association united in paying a tribute of respect to the memory of the late Dr. E. E. Higbee: "The state has lost the service of an honest, able, and devoted public officer; the nation an educator of broad and liberal ideas, and the world a Christian scholar and true gentleman."

NORTH CAROLINA TEACHERS' ASSEMBLY.

The seventh annual session was opened June 20, at Morehead City.

President H. L. Smith, of Davidson College, gave an address, outlining the work of the teacher in a clear and thoughtful manner, setting forth the weighty responsibility which rested upon the man or woman who undertook the training of little children.

Major S. M. Finger followed in a pointed talk, in which the relation of the teacher to the public was discussed and defined.

On "Classical Day" the work of the morning was

prepared and directed by the classical association.

Prof. Hugh Morson, principal of Raleigh Male Academy, presented a paper upon "The Practical Value of a Study of the Ancient Classics."

President Hobbs, of Guilford College, followed with a paper on the "Uses of the Latin Subjunctive." This brightened the details of grammar—mood, tense, conditions—with humor and incisive criticism and discriminating translation. Messrs Howell, Blair, and Hume followed.

Prof. Frank Davis, of Guilford College, gave a paper on "Spelling Reform." Mr. Davis pleaded for spelling reform on the ground of economy of time to the children, calculating the millions of dollars spent in printing useless or wrong words and letters.

In the evening, Dr. K. P. Battle, of the State University read a paper on "A Vindication of the Postponement by North Carolina of the Ratification of the Federal Constitution."

June 23 the "Modern Language Association" was organized, Dr. Hume in the chair.

Prof. G. A. Wauchope, Ph.D., of Horner school, Oxford, read a paper upon "The Study of English with special reference to Etymology."

Mr. Geo. S. Wills, of Oak Ridge, discussed "The Language of the English Bible."

Mr. C. Alphonso Smith, of Greensboro, presented "The Literature of the Old South," presenting the claims of Southern writers to national fame.

Dr. Currell presented "How to Study an Epoch, with Special Reference to the Fourteenth Century."

"Wanted, a School Teacher," was the subject of a very practical address by Prof. E. E. Britton. He recited the trials of some teachers in conducting their schools; how small their pay was, and how hard it was to get even that small pay.

"Social Work in the Schools" was discussed by St. Clair Hester, of the State University. One object of the teacher he said, should be to get patrons to visit and notice the system and working of the school.

The purposes of the school should be explained to the patrons to enlist their sympathy and draw them together as a social unit for its support and encouragement.

Capt. Denson and Prof. Dinwiddie discussed the point at length.

ALABAMA EDUCATIONAL ASSOCIATION.

The annual meeting was held at Montgomery, June 24-26. President Smith gave an address on "The True Ideal of Education."

"The first point was the necessity of true ideals. The speaker laid down and elaborated the proposition that 'All means and all arts of education will, in the first instance, be determined by the ideal we entertain of it.' Intimately connected with this is that other truth, that no man reaches his ideal."

"False ideals must result in imperfect educational work, no matter how perfect the appliances and skilful the processes."

"It was insisted that among the highest qualifications of a teacher was a true ideal."

"The child is not a block of marble to be chiseled into classic form. Its mind is not the blank canvas to glow with beautiful reproductions of the teacher's individuality; it is not yielding wax to receive impressions from the teacher's stylus, nor yet a tree to blindly, unconsciously, develop according to the law of its growth. The teacher's vocation is to develop the gems of intellectual life in the child mind, fostering its growth, controlling its determination, by the highest and best motives, so that it shall reach its highest possibilities in whatever direction its natural aptitudes point."

In the elementary department a paper was read on the "Limits of Elementary Education," by Prof. G. R. McNeill, of La Fayette. "Number Work in Elementary Schools" was read by Miss M. J. Moore, of Troy. "School Records and Statistics" was discussed by Principal J. B. Cunningham, of Birmingham, Messrs. McNeill, Simmons, Sanders, Liner, and Hamilton.

The first paper read before the department of higher education was by Prof. G. W. Macon, of Howard College, on "Causes of Mental Impairment in High Schools and Colleges." Rev. Dr. A. S. Andrews, president of the Southern University of Greensboro, discussed the "Marking System in High Schools and Colleges."

In the department of supervision the first paper read was on "County Supervision," by Supt. A. A. Hurst.

Before the department of normal schools Miss Tutwiler's paper on "A Day in a German Normal School" was read.

"Physical Culture" was discussed by President Wright, Profs. Earnest and Wilson.

"State Certificates" was discussed by State Supt. Palmer, Supts. Griffin, Hurst, Pres. Wright, Dr. Phillips, and Profs. Shackelford and Van Wie.

In the evening Dr. E. R. Eldridge, president of the

normal school at Troy, presented "Unification of Educational Forces."

Prof. Macon asked all to unite in the great work of driving ignorance from the state. Prof. McCartha followed, and Rev. Dr. A. S. Andrews emphasized the address.

Principal T. M. Roof, of Birmingham, presented a paper on "The Industrial Feature in Education." Profs. Bates, Broun, and La Taste, discussed the matter.

Mrs. S. F. H. Tarrant read a paper on "School Government as a Means of Moral Training."

"Science Teaching" was presented by Prof. M. C. Wilson, of Florence, Prof. E. L. Brown, of Greensboro, and Dr. N. T. Lupton.

The "Study of English Literature" was advocated by Prof. C. C. Thack, of Auburn.

In the elementary department Miss Elizabeth Hibben, of Birmingham, read a paper on "Methods of Primary Language Training."

"The Uses and Abuses of Examinations" was discussed by Prof. Roof. "How Shall we Improve our Normal Schools?" was discussed by Prof. Earnest. Prof. Van Wie discussed "Professional Training of the Teacher."

Professor J. B. Little read a paper on "Course of Study for Ungraded Schools." "How May the Work of our City and Country Schools be Harmonized?" was presented by Supt. Graham.

"How to Secure better Preparation for College" was discussed by Dr. A. S. Andrews, Professors Lufton and Craven, before the department of higher education.

WEST VIRGINIA STATE TEACHERS' ASSOCIATION.

The twentieth annual meeting was held July 1, 2, and 3. "The Defects of our Educational System" was discussed by Supt. Anderson, of Wheeling. He pointed out several defects, especially dwelling on the shortness of the teacher's tenure of office. He should be kept in his place as long as he is successful.

Supt. Morgan urged that the educational system should have a beginning and an end, beginning with the primary school and ending with the university. There should be a carefully prepared course of study in every county, and the county superintendent should be a supervisor in truth as well as in name.

Prof. Curran Palmer, of Nebraska, spoke of the educational work in the West. Prof. Jay F. Ogden urged that the institute might be a great power in an educational system.

Prof. C. E. Chalfant, of the Philippi summer normal school, read a paper on "A Neglected Art—Penmanship." This was discussed by U. S. Fleming and Prof. Wright, of the Wheeling business college.

On the second day Prof. R. A. Armstrong, principal of the West Liberty normal schools, presented "The True Functions of the Normal School." He said:

"The training of teachers in the principles of the branches that they are to teach, is considered necessary in all normal schools but with us too much attention is given to this part of the work. Our schools will come nearer fulfilling their mission when the attention given to this work is reduced to the minimum, and the attention given to psychology and methods, raised to the maximum. When this is done the normal school will be performing its proper function, that is to equip the teacher with all he needs to provide for him facilities for thorough and extensive scholarship, thorough instruction in the history and art of education, and intelligent study of the methods of teaching, and the opportunity for their application."

Prof. Cox presented "Renewal of the Contracts for Text-Books." He opposed renewal, on the ground that the average legislator knew little of the value of a book for class use, and was likely to consider its cheapness instead of its merit.

Hon. S. R. Hanem, a member of the legislature, said it was the aim of the legislature to secure uniformity at a less cost.

At the evening session Dr. Jerome Allen, of New York, addressed the association on a "State System of Public Instruction."

"There is no such thing as too much in education if it be education, but there may be too much machine and too little system. There can be too much of the former, but not of the latter. The world-to-day is what it is because of system. We must first follow nature, and since there is no politics or sectarianism in gravitation or chemical affinity, neither should there be in education. It is as much nonsense to talk of a Democratic or a Republican superintendent of schools as it would be to talk of a Democratic or a Republican pear or peach. What has a man's opinion concerning the tariff to do with his teaching arithmetic? Just as much as the political opinions of the baker has to do with his bread. We want no politics in schools, but we do want the education and employment of the very best teachers."

Prof. Crago read a paper on "What to Teach in the

Public School," in which he made a strong plea for manual training.

The next meeting of the association will be held at Buckhannon on the Tuesday preceding July 4, 1891.

THE first Peabody normal institute of the year in Alabama was held at Florence by President Jos. K. Powers, of the state normal college, assisted by Misses Allen and DeVoe, and Prof. Van Wie and Miss Rode, of the city training school of Birmingham. The institute began May 26 and closed June 20. The course of study embraced two years. All who entered took the first year, next year taking the second. A course of supplementary reading was marked out. The work did not consist solely (nor for the most part) of lectures, as is generally the case. There was a series of model lessons given to a class of children, which the teachers observed, took notes, and discussed.

While this institute course will not equal a thorough course in one of our best normal schools, to a large class it will afford the best means at hand for professional training.

THE SCHOOL ROOM.

July 19.—SELF AND PEOPLE.

THE PUPIL'S SELF.

PERSONAL GROWTH.

I teach the pupils to think of others as one of the duties of the day, and not an unpleasant duty, either.

I.

In order not to have the pupil report of himself, I ask: "What can you think of, Jennie, that has made you happy to-day?"

1. I saw Mary helping little Susie Black. (Others are called on.)
2. I saw John Parsons drive off a dog that was frightening us.
3. Henry Strong picked up a book that I dropped on the walk.
4. Anna has been very industrious to-day.

II.

I keep before the pupils the idea that *their* school is very important. So I start a conversation:

"In what way can we make the school better?"

1. We could come in stiller.
2. We could be more polite.
3. We could put our desks in better order.
4. We could keep our clothes and shoes cleaner.

"But I noticed yesterday that one little girl was very unhappy; some one had been teasing her."

5. We could try to be pleasanter to those (here was need of care for the girl referred to was very poor and plainly dressed) who would appreciate it. (This was so "cute" that I smiled.) "Yes, that is it. Some are easily teased, they are sensitive; they will appreciate kindness. Can you do anything more to make me happy?"

6. We can watch to see if you want anything.

7. We can be sure to say "good morning," and "good-night."

III.

"Who has made the greatest improvement?" "Well then tell me in what you have improved?"

1. I keep my hands clean; I didn't use to.
2. I brush my shoes; I didn't use to.
3. I read a great deal better.
4. I am more kind than I was.
5. I try to sit still and study.
6. I don't watch you and whisper behind your back.

"Well, that is I think the best I have heard."

These are not precisely the words used, but it is the substance of the conversation.

IV.

"What has there been unpleasant to-day? I ask you that we may avoid it to-morrow. (There is usually quite a pause, each looks around and thinks.)

1. I knocked off one of Susie's books.
2. I put my cloak on Mary's hook.
3. I didn't get a good lesson to-day. (This one was quite ashamed, evidently.)
4. I didn't get up early and everything went wrong.
5. I was cross this morning.
6. I haven't said "please" many times, or "excuse me."

It will not do to prolong this too much. So I say, "Let us sing 'Little Drope of Water.'" Thus the suggesting time is managed.

CARE OF THE BODY.

The teacher should make it a part of his work to see to the bodies of his pupils. As he learns the name of a pupil, let him take in the pupil's general physical standard, and let him watch it. Here is one, for example: a tall, overgrown boy, with stooping shoulders; he needs to be told to sit erect and carry himself well, or he will be a physical failure, if not a wreck. But I must look at particulars.

Hair. Very many of the boys paid no attention to their hair; so I had a collection taken, and a mirror and comb bought. Each one was required to put his hair in nice order.

Shoes. In the same way a brush was got for the shoes. But I do more. I talk to them of care of the feet; of not having tight shoes; of bathing the feet; of curing corns and bunions.

Hands. At certain times I sit down at my table, and the pupils march slowly by. I have with me a committee of two, one on each side. The hands are laid down palm up, then turned over. Then I call "next." All this is done pleasantly—none dislike it. Then follows a talk about the hands. Mark I do not aim to find non-working hands, but clean, shapely hands.

Position. I call up ten pupils and let them march before the school, so their bearing can be seen. "Are they straight, well poised?" I ask. Then another set of ten come up. I give them a talk on "proper carriage of the body," and question them on what I have said before.

Teeth. I give them a talk about the teeth, the use of a tooth-brush, and I think there is not one out of sixty-eight pupils but uses one. I have looked at the teeth of each pupil privately, and told them what I thought as to having them filled. There has been much improvement in the looks of the teeth.

Clothing. All take pains to brush their clothing, but I speak of general fitness and colors at times. If grease spots are apparent, they are told to take them off with some ammonia that I keep in a bottle. Mud is never tolerated.

Colds. All pupils must have handkerchiefs, no wiping of noses with their fingers. But how to deal with colds and catarrhs! All seem at times to have them. I got a very bright physician to talk to them, and he has helped the matter very much. They now try to cure a cold at the outset.

Eyes. I talk to them about the care of the eyes. I tell them that they should not strain them by reading at twilight, or by a poor light. They should use a shade, and the light should be so arranged as to fall over the shoulder. They should not read fine or poor print. The eyes should be carefully bathed when tired, and never rubbed or roughly handled.

STUDYING PEOPLE.

By ROBERT G. ELLSWORTH.

I began last fall "a new departure," attempting to study people with more care. In the first place, I got several scrap books, or rather we set to work to make them out of manilla paper. Three boys and girls were "kept after school" to do this. (When I keep boys after school they are glad to stay in; they often ask me if they may stay—this is a hint I got out of THE SCHOOL JOURNAL in its account of Mr. Sayre, of Philadelphia.) The first time we planned, the next we worked.

When the books were done I divided the school into six parts, each having a leader, or rather I appointed six leaders, and they chose their followers; each had a book. Div. 1, chose the United States; Div. 2, the Indians; Div. 3, Great Britain; Div. 4, the Chinese; Div. 5, Germany; Div. 6, the Turks.

Then they began to collect pictures. Everybody that had illustrated papers was called on; they wrote to their friends, they took railroad leaflets, and the fun began. They were there before school and after school, pasting in the pictures and noting where the pictures came from, underneath. If a picture was donated by Miss Smith this was so stated.

Then came a study of the pictures. Take the Chinese, for example; of these we had 87 pictures. The first picture was studied and all told what they could—that is, the two older classes—the dress, the vegetation, the manners, the customs. Then each told what he could as to the history of the Chinese. Each picture was investigated and talked about; for nearly four weeks we were on "the Chinese question."

This matter came up at the end of the geography les-

son and occupied perhaps ten minutes each day. When this was exhausted "the Indians" was chosen for the next subject. The Indian pictures numbered 115; besides these we had several arrow-heads, an Indian doll, some moccasins, and a friend loaned a piece of Indian pottery. This theme lasted four weeks.

In a similar way the other books were examined and talked about. When February came the books were in pieces, and so new books were bought, twelve in number, by subscription. The old leaves were soaked in water and the pictures repasted. Russia, Italy, France, Egypt, and Mexico were added. It has set the boys and girls to reading about these countries, and I have worked a great deal over the matter. It has led me to inquire for books that give descriptions of these countries.

Besides the pictures we have accumulated a great many things from these countries—some have been loaned and some have been donated to our museum. We have 17 things from Germany, 8 from Italy, 1 from Russia, 1 from Turkey, 2 from Egypt, and so on. Of course these are not valuable—one from Germany is a poor little wooden wagon, one from Italy is a stone picked up in Rome, etc.

One of the very good things that has come from this has been its furnishing a channel for the immense amount of energy in these young folks. No one could be made to believe they had so much. They became enthusiasts in collecting things from the various countries. An orange would be presented before the class, and the pupil radiant with delight, would say, "This comes from Messina." The knowledge of this fact gave them more pleasure than eating the orange ever could. Then a banana would be exhibited: "This came from Mexico." A piece of mahogany would be shown: "This came from Central America." A common fan would be exhibited: "This came from China—it is the leaf of the palm tree."

I found that pupils were gathering pictures at home into scrap-books of their own. Perhaps the teachers have not noticed that the business of collecting stamps has been almost wholly suspended. Yet the energies that were aroused by that occupation must have a vent in some way and in some direction.

I think picture-making was never so active as it is now, and I ask what is to be done with these pictures? I answer, for my pupils, the pictures will go into scrap-books. It is a very common thing for the girls to have "parties," and paste in pictures; it is a fine business for rainy afternoons or for evenings. Sometimes our study branched off into the biography of some celebrated man, who stood out in the history of his country. Wherever we could, we procured a large picture and hung it on the walls of the school-room. We had a few cheap busts, too, placed on brackets. We watched carefully for anecdotes and sketches of the men we were studying, and pasted them in a scrap-book, marked "Biography." Besides this, we sometimes acted charades, representing some event of history, or some person, and we often gave recitations in costume. For instance, parts of George Washington's farewell address was given by a pupil whose father owned a costume belonging to the Revolutionary times.

DURING the past nine months a plan of "all around teaching" has been before the readers of this paper. Language, Things, Earth, Numbers, Self, People, Doing, Ethics, have been expounded as belonging to everyday's duties in the school-room. The old curriculum covered reading, spelling, writing, and arithmetic; the new says, all the powers of the child must be addressed. A good many have been puzzled as to "how to do it." A very original teacher in Virginia writes:

"I consider I must have every pupil able to write about the things he knows, readily and neatly. I have them write about my cat, my dog, my coat, my uncle, my teacher, my school-mate. Then we studied the desks, tables, chairs, stove, coal, ink, pens, paper, etc., as well as apples, eggs, pepper, salt, flour, etc. In addition to geography we have gathered lots of information about animals, birds, insects, etc. 'Numbers'—which I thought I knew so well, I have learned a great deal about—that is teaching it. 'Self' we have not done at all well on. 'People' has set us to reading a great deal of biography. I introduced gymnastics and one little girl has interested not only the school, but the whole community by 'posturing.' We are very much behind in drawing, but I shall do better next year. We have done a good deal in ethics and morals."

This woman has been brave. She has developed as a teacher very much during the past year; she is on the direct road—"the strait and narrow way." The right way of teaching is not easy to tread. How many have taken hold of this "all-around teaching" as earnestly as this teacher? It is easier to follow in the rut, and if it is a deep one it is easier still.

HINTS AND HELPS.

HOW TO CURE WHISPERING.

The secret lies in keeping the pupils occupied. There are methods used to stop whispering, such as reward and punishment, and they are successful in some instances. Perhaps the best way is to take persistent whisperers and isolate them. Have some seats where they can be placed, and say, that until they show a desire to stop disturbing the school, they can not have their own seats. But the only sure way to stop it, is, as we said at the beginning, to keep the school busy. There are a thousand and one things that can be done when otherwise Satan would find some mischief for idle hands and heads. The children can copy quotations, draw, read from supplementary books or cards, and write stories from pictures that the teacher gives out. It is a good plan to have a "whispering spell" once during each session, when the pupils may communicate with one another for three minutes, or even five. The lost time will be more than made up by the quiet that will follow.

THE LITERATURE CLASS.

Pictures of authors may be cut from book catalogues and pasted upon cards, and they will be found a great help in the study of literature. The cards should be cut larger than the picture, and the dates of birth and death, chief events of the life, names of principal works, and even several quotations may be written beneath the picture. This may be an outline of a study of the author.

AMUSEMENTS.

Many teachers of country schools complain of the noise at the noon recess. Of course pupils cannot be kept under the same discipline as during school hours, but the shouting and jumping over seats that goes on in some schools at noon should not be tolerated. The wise teacher will provide some amusement for such times. Conundrums, the geography game, puzzles and rebuses will be amusing, and they require no materials. Some simple charades might be played, and if the pupils have games at home, they might be asked to loan them. Singing, dialogues, and impromptu recitations will also be amusing.

MAKING CHANGE.

For teaching children to make change readily, one teacher uses "the grocery play." She has a quantity of dried beans, peas, shelled corn, nuts, etc., in different compartments of a large box. With these she keeps measures—gill, pint and quart, and a quantity of toy money, in all denominations. The children take turns at being the "store-keeper," and the others make purchases of him. They buy a pint of nuts for nine cents, giving a quarter in payment, the store-keeper carefully counting out sixteen cents change. This is a very popular play, and it also serves as a practical lesson in number.

THE COMPOSITION CLASS.

Children should not be expected to write on abstract subjects, such as Hope, Memory, Greatness, etc. But if they are given some object and asked to describe it, they have something to work on. The teacher can easily keep a supply of objects on hand to write about. Suppose she shows a pupil a sandal wood fan, and asks him to write a certain number of words about it. She is pretty sure to get a creditable bit of writing, and it will be original; whereas, if the composition were on some high-flown subject, the chances are that it would have been copied.

Another plan is to get the pupils to do reporting. Send some boy to the paper mill to write up an account of it, and let him read it before the school. In this way all the industries and manufactories in the neighborhood may be described. This plan will have the effect of waking up the pupils, and giving them an interest in many things.

BUSY WORK.

Cut pasteboard into all shapes to represent different objects such as keys, watches, shoes, hats, boxes, scissors, bottles, knives, forks, spoons, plates, cups, saucers, etc. On these may be placed examples, words, sentences, stories, drawings, or anything pertaining to recreation lessons. I call it "A lesson in fun." The little tots are all excitement when this part of the program is announced and will begin calling for their favorite objects. Sometimes I let them choose their own lessons, or I do my own selecting as the case may require. They are to copy the writing, work the examples, draw, learn the spelling lesson, and read everything on the objects in their possession, before they are allowed to have a new one.

SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

INTERESTING THE PUPILS.

II.

Another entertainment may consist of tableaux, and an exceedingly pretty and easy way to present them, is by means of "Our Picture Book." This is arranged in the center of the stage, and consists of a structure made to represent an immense book, standing upright, with the front cover towards the spectators. The boys in our schools are becoming so skilled in simple carpentry, that it will be an easy matter for them to make the book.

It should be seven feet high by six wide, the cover (only one is needed) should be hinged to the back of the book, and have a castor on the bottom, on which the cover will run when the book is opened. For the cover, make a frame work of light boards, fasten upon this heavy paper, and over all paste smoothly paper of any desired color, for instance, dark blue. Place on the outside in letters of gold, the title of the book, as "Modern Art," "Our Picture Book," "Mother Goose's Album," or any name suited to the pictures to be exhibited.

The page where the pictures are shown consists only of a margin nine inches wide all the way around; this should be made of heavy white muslin, stretched and tacked so as to be quite smooth. On each side of the book should be draperies or hangings of some kind. Directly back of the book a small platform six feet wide and nine inches high is needed, that no part of the picture may be hidden by the margin at the foot of the page, and behind the platform there should be a white background against which the pictures are shown. The book may be opened by means of a stout cord, fastened to the cover, pulled from behind the scenes, and closed by a strong spring, that works when the tension of the cord is relaxed.

A much better way, however, is to have the book opened and shut by an exhibitor of the art collection, who may create much merriment by bright comments on the pictures, putting great value on one picture because it can roll its eyes, or because of its wonderfully life-like smile. Should most of the pictures be taken from "Mother Goose," that good dame herself might exhibit them.

I mention "Mother Goose" pictures because they are so easily arranged, and may be made very effective.

For instance, let us show Little Bo-Peep. A pretty fair-haired girl dressed in a short blue cambric skirt, with a bunched over-skirt of flowered cretonne, a short sleeved red waist, red hose and slippers; her broad-brimmed straw hat is trimmed with gay flowers. She wears her hair flowing and tied back with a blue ribbon; she carries in one hand her shepherdess' crook, and with the other shades her eyes while looking anxiously for her lost sheep.

"Little Boy Blue" is dressed in a blue cambric suit consisting of trousers and a very long belted blouse; his straw hat with long blue ends, shades a ruddy, sun-burnt face, a tin horn hangs around his neck, a pitchfork and rake lie near.

"Simple Simon fishing in a pail," has short trousers, a long print apron, pole, line, and immense hook.

For "Jack and Jill" dress "Jack" after the style of Simple Simon, "Jill" in short, bright colored dress, old apron and sun-bonnet. They carry old wooden pails.

Show "Red Riding Hood" starting for her grandmother's; "Sleeping Beauty" discovered by the Prince. "Little Maid, Pretty maid," with milking stool and pail accosted by rustic youth.

Mary with a tiny toy lamb is very ridiculous. Several pretty pictures may be shown from the story of "Cinderella." First, that legendary maiden sitting ragged and forlorn, dreaming longingly of the ball to which her sisters have gone; second, the visit of her god-mother; Third, Cinderella transformed; forth, the Prince finding the maiden by fitting the slipper.

Should "Mother Goose" introduce her children, she might be dressed in a red and black striped skirt, with waist and bunched overskirt of bright flowered cretonne; her sleeves should be short and finished at the elbow with deep plaitings of nainsook; she should wear a white kerchief crossed on her breast, and a white-ruffled cap under a high, peaked, blue hat. Statuary may also be shown.

I would not be without THE JOURNAL for twice the price. It is a great help.

SUBSCRIBER.

OUR TIMES.

IMPORTANT EVENTS, DISCOVERIES, ETC.

NEWS SUMMARY.

JULY 9.—Uruguay's financial troubles continue.—Cyclone with great loss of life at Muscat.

JULY 10.—In anticipation of trouble between Salvador and Guatemala, the United States warships *Ranger* and *Thetis* were ordered to Central America.

JULY 11.—Crispi favors arbitration in Europe.

JULY 12.—Stanley married at Westminster Abbey.

JULY 13.—A destructive cyclone passes over Michigan.—Spain anxious to sell Cuba.—Guatemala alarmed at Mexico's military activity.—Floods in north Italy.

THE GROWTH OF OUR CITIES.

The census shows a wonderful growth of some of our cities during the past ten years. In 1880 there was only one city with more than a million, now there are three—New York, Chicago, and Philadelphia; then there were twenty with more than one hundred thousand; now there are twenty-nine—New York, Chicago, Philadelphia, Brooklyn, Baltimore, St. Louis, Boston, Cincinnati, San Francisco, Pittsburg, Buffalo, Cleveland, New Orleans, Washington, Milwaukee, Newark, N. J., Detroit, Kansas City, Minneapolis, Louisville, Jersey City, St. Paul, Omaha, Providence, Indianapolis, Rochester, Columbus, O., Denver, and Allegheny City. During the decade Kansas City, Minneapolis, St. Paul, Omaha, Indianapolis, Rochester, Columbus, Denver and Allegheny have risen into this class. The most wonderful growth among the great cities is that of Chicago, which has more than doubled its population. Minneapolis, Chattanooga, and Dallas have four times as many people as they had then; Sioux City and Fort Worth five times as many. The growth of the West has been wonderful, that of the East steady, but the South has not increased in like proportion, except in certain centers. Albany and Troy have grown very little. Many suburban towns in New York state show a decrease.

SPAIN'S NEW PREMIER.

A change of cabinet recently took place in Spain. Sagasta and the Liberal party went out of power, and Canovas became premier. On account of the division of his party on the question of protection Sagasta was unable to hold his place. In the fall, Spain will vote, for the first time, on a basis of universal suffrage, and the Liberals hope then to get back their power. Efforts are now being made to abolish the hereditary senate, and the spoils system, to secure home rule in the provinces and cities, and to bring about other reforms.

Canovas and Sagasta are both wise and liberal statesmen and have been of invaluable service to Spain. The new premier was born in 1830, and began political life as deputy to the Cortes in 1854. In 1864, as colonial secretary of state, he proposed the abolition of the slave trade in the Spanish colonies. During the uncertain period of the dethronement of Isabella, the rise of the Republic, and the reign of Amadeo, Canovas was out of public life, but when the restoration of 1874 took place he was called to the cabinet, and became the most influential minister of Alfonso XII. In 1881 he went out of power, and was succeeded by Sagasta; three years later the Liberals went out, and Canovas returned to the head of the ministry, only to be again thrown out a year later. Since that time, until a few days ago, Sagasta succeeded in holding his post.

THE SILVER BILL APPROVED.

The amended silver bill was passed and sent to President Harrison and was signed by him. By it certificates will be issued annually on 54,000,000 ounces of silver, valued at less than \$60,000,000. The secretary of the treasury is authorized, each month, to coin 2,000,000 ounces of silver into standard dollars, until July 1, 1891, and after that as much as is necessary to redeem the treasury notes. It is claimed that the free coinage bill that this replaces would have increased our money \$140,000,000 each year. Under free coinage it is declared the silver dollars would have been worth only eighty cents; but under this the certificates will be worth one dollar.

Senator Teller introduced a joint resolution instructing the president to invite the Latin union and other countries to a conference to fix the use of gold and silver money, and to secure a standard of relative value between these metals. It was referred to the finance committee.

GEN. FREMONT'S DEATH.—"The pathfinder of the Rockies" died suddenly in New York July 13. As a young army officer he explored the passes of the Rocky mountains and Sierras, and it was undoubtedly through his ability and energy that the country lying on the Pacific coast was saved to the United States. Gen. Fremont was a strong anti-slavery man, and the first candidate in 1854 of the Republican party for president. On August 10, 1861, while in command of the Western department, he declared martial law in Missouri, and announced that he would free the slaves of those warring against the United States. This was annulled by President Lincoln. After

this Gen. Fremont commanded in the mountain district of Virginia. Tell about Fremont's explorations.

BAVARIA'S SINGULAR PEST.—A large tract of Bavaria is infested with worms, which are destroying verdure of all kinds with great rapidity. Pine and fir trees, vines, and small plants have nearly all been destroyed.

THE STARS ON OUR FLAG.—The admission of Idaho, making forty-three states, necessitates a re-arrangement of the stars on our flag. There will be five rows, the first, third, and fifth of nine stars each, and the second and fourth of eight each. The navy department retains the present arrangement of six rows of seven stars each, and adds an additional star to the upper left-hand corner.

LARGE LAND PURCHASE.—An Anglo-Holland syndicate has bought a tract of land in Mexico, that is said to contain 900 square miles. What is a syndicate? What can you say of Mexico's mines? Of the productions?

GEN. FISK'S DEATH.—Gen. Clinton B. Fisk, the Prohibition candidate for president in 1888, died in New York. In the early part of the war he became colonel of Missouri troops and afterward as brigadier-general was given command at Helena, Ark. He served under Grant at Vicksburg, and later defeated Price's attack on Jefferson City. In 1873 he was a member of the Indian commission.

THE SIBERIAN RAILWAY.—The Russian government will push the railroad across Siberia as a bar to the Chinese. Colonists will be encouraged to settle along the road and fortifications will be built to keep the Chinese back. Mark out a nearly all-rail route that might be made to St. Petersburg.

WOMAN SUFFRAGE.—There is great interest in the admission of Wyoming to the Union, since women there have the right to vote. As members of juries in that territory they have been unsparing in the prosecution of keepers of saloons and gambling places. Nearly eighty per cent. of the women vote. As voters, they go by personal, rather than party preferences. Why is it claimed that women should vote?

THE FEDERAL ELECTION BILL.—There is a wide difference of opinion regarding it. Some of the most honest and independent papers in the country, however, say it is bad, as it is opposed to local self-government and likely to stir up a race war in the South. The only two Republican representatives in the House from the South voted against it. What does this bill propose?

VICTOR EMMANUEL'S MONUMENT.—A monument of Victor Emmanuel has been unveiled at Modena. King Humbert and his son attended the ceremonies. Give a sketch of his life.

ANTIETAM.—Sept. 17 will be the twenty-eighth anniversary of Antietam, and two regiments will on that day erect monuments on the field. The Fifth Maryland infantry will place one a hundred yards north of Bloody Lane, on the Union right. The second monument will be placed by the fifty-first New York infantry at the eastern corner of the northern wing of Burnside's bridge on the Union left. On the opposite or eastern corner of the southern wing of the bridge stands a shaft, erected several years ago by the Fifty-first Pennsylvania infantry. There has been a dispute which of these two regiments crossed the bridge first when it was carried by Burnside.

CATERPILLARS IMPEDE TRAVEL.—On the New Brunswick railway caterpillars appeared in such vast numbers on the rails that trains were blocked for hours, and on the Bangor and Piscataquis it has been found necessary to sweep and sand the tracks before trains could proceed. Forest trees in many sections were stripped of their foliage. A large and handsome grove in the suburbs of Bangor was completely denuded, the trees appearing as though dead. Many orchards were ruined.

THE BEHRING SEA DISPUTE.—British war vessels are assembling at Victoria, B. C., and it is supposed that if the United States seizes poaching vessels, they will attempt to recapture them. There may be no war, but the strict orders just given regarding the defenses of Halifax look suspicious. What connection has the Halifax order with the warships?

THE IDAHO BILL PASSED.—The bill to admit Idaho to the Union passed the senate and was sent directly to the President for signature. There was no opposition to the bill. The constitution of Idaho deprives Mormons of the right to vote. What other territory has just become a state?

BASTILLE DAY.—The one hundred and first anniversary of the fall of the Bastille was celebrated in Paris with great enthusiasm on July 14. Describe the destruction of the Bastille.

OF SPECIAL INTEREST TO PUPILS.

MARS PHOTOGRAPHED.—The South American scientific party lately took seven photographs of the planet Mars. The pictures show the spots and markings on the planet very clearly. One of the negatives shows the southern snow cap distinctly larger than those taken the evening before. There must have been a heavy snow-storm on that part of the planet between the two dates.

THE SULTAN'S TREASURES.—The U. S. minister to Greece, Roumania, and Servia, visited the sultan's treasure house at Constantinople. The articles have been collecting for centuries. Here are stored diamonds, emeralds, pearls, and other precious stones, such as exist in no other place in the world, and in quantities beyond calculation as to value. The palaces of the Bosphorus are marvels of beauty and splendor.

DESTRUCTION OF INSECT LIFE.—The New York state entomologist has examined with a microscope the insect collections of a single electric light. He estimates the number of insects destroyed in one night by an electric light at 100,000. Among the victims were minute gnats, midges, crane flies, and similar small two-winged insects. No mosquitos were among them as they are not attracted to the lights. The electric light will greatly aid in reducing the number of insect pests.

SERPENT MOUNDS.—Rev. S. D. Peet, the antiquarian, has long claimed that the serpent mound builders passed down the Ohio river, up the Mississippi, and thence into Wisconsin. The discovery of a mound at Quincy seems to prove it. A cleverly-defined rattlesnake lies coiled along the ground, following the line of the bluff. Its entire length is 1,450 feet, the head being to the south and marked at present by a cluster of cherry trees. A portion of the ridge or series of mounds of which this monster is composed lies in a wheat field, and the ridge has been plowed down until it is now only two or three feet above the surface. The outlines are still plainly distinguished, however, the mounds at the coils of the serpent being 10 or 12 feet high.

HOP VINE PAPER.—It is said that the hop vine is the best substitute for rags in the manufacture of paper. The vine pulp possesses great length, strength, flexibility, and delicacy.

CORSICA.—The island became a part of France in 1769, but it did not have a mile of rail-road until 1888. The mountains make railroad building difficult. There are two systems—one of stratified rocks, running north and south along the eastern coast; the other crossing the island transversely, and granitic in structure. The highest summits of the latter range attain 2,900 meters. Streams entering the sea on the western side run between high walls of rock directed perpendicularly to the coast line; while those of the eastern side flow among the mountains. The interior is a labyrinth of mountains, and one climbs from village to village by ladder-like footpaths. Two short lines of railroad from Bastia to Corte, and from Casamozza, to Tallone, were opened Feb. 1, 1888.

A COLUMBUS STATUE.—The Italians of New York have decided to erect a statue of Columbus in the lower part of the city. The monument will be seventy-five feet high. The base will be 15 feet square, and of Italian granite, and from this will rise a column that will support the statue of Columbus. An Italian genius hovering about a globe in bronze, is at the foot of the base and on the opposite side will be a bronze group representing America looking upward to the great navigator. On Oct. 12, 1892, the four hundredth anniversary of the discovery of America, the monument will be dedicated.

ABOUT TEA.—High grade tea is getting scarcer, because cheap tea finds a ready market all over the United States. The Chinese no longer take the time or pains to set out new plants whose young leaves form the high grades, but allow the old plants to remain, and each year pick the old leaves which are large, coarse, and inferior in flavor and smell. The Chinese government receives 31-2 cents a pound on all tea leaving China. Freight via the Suez canal is about 21-2 cents. Packing chests, matting, facing and strapping cost about 21-2 cents per pound. There are also to be added the cost of bringing the tea from the interior of China, a cost of storage, and the importer's profit, and still tea can be bought for 10 and 12 cents per pound in New York.

A BIG METEOR.—A mammoth meteor was lately seen near Gloversville, N. Y., about 4 p.m., that paled the brightly shining sun. An observer describes it as follows: "I just got a glimpse of it as it disappeared and was dazed. A young man who was with me, was lying down in the grass at the time with his face up. All at once he jumped to his feet and cried as though he'd seen a ghost. He saw the meteor in full swing, and said it looked as big as a bushel basket and only a short distance away. It went away like a flash, and in a few seconds we heard an explosion that shook the earth." The meteor passed from the southwest to the northeast and seemed almost directly overhead.

CORRESPONDENCE.

Correspondence is welcomed, provided that it is written upon one side of the paper only, and is signed with real name and address. Many questions remain over until next week.

Four years ago the public schools of Hillsborough Co., Fla., were at a low ebb. But a change has taken place. I can think of no word but revolution that will express what has taken place. No one but those who know of the earnest, heroic devotion of the superintendent and teachers of this county, can realize the magnitude of the work performed and to be performed.

The superintendent was brought up in the schools of Germany, and trained in right methods of teaching. In common with all scientific educators he saw that true methods were based on the laws of the mind. The teachers are first taught the foundation principles of mental development and training of the mind. And herein it is that the methods adopted in this county stand out bright in comparison with those of any other. Of course many obstacles must be overcome: (1) The prejudices of the people; (2) the need of teachers properly taught and trained.

A training school for teachers has been authorized. A lively interest has been awakened, and attendance at the school steadily increases each year. A thorough and practical course in psychology is given; then methods in primary teaching. At least one and one half hours per day are spent in practical work with the different grades of pupils. After the instructor has given several model lessons in the different grades and branches, a number of teachers are called on to give lessons in the same, under the critical inspection of the superintendent, who afterwards points out all errors committed in each lesson and offers such criticisms as he sees proper; thus impressing anew on the minds of the teachers the particular principles which have been overlooked or violated. No pains are spared to make the entire work practical.

The Hillsborough county teachers believe that the object of teaching should be the harmonious development of all the powers of the child—the whole being, mental, moral, and physical; and this can be done only by methods that accord with the laws of mental, moral, and physical growth.

Bloomington, Fla.

J. KEAGY.

The Five Dollar Manikin I received as a premium has been of immense value to me. I use it in my school classes, and really think the pupils have a better knowledge of physiology from handling it than they could get from any book ever published. I kept it in my room for a few months and mastered all the points: it is a grand thing.

Near Cleveland.

B. I.

This manikin ought to be owned by the teacher, as he would a reference book. It can be carried in a trunk and has all the features of costly ones. The price will be considerably reduced this fall, and thus it will come within the reach of every teacher. There is a new interest springing up in physiology—the teacher must know it, not simply be able to ask questions out of a book about it.

I have been greatly interested in reading THE SCHOOL JOURNAL for now over eighteen months, and beg to ask if you think there is a certainty of employment as a teacher at remunerative wages in your country. I would be willing to accept \$500 for the first year; am an Oxford graduate. We are told here that you are prejudiced against English teachers; at all events, that when the fact is known that one is from England, he is "left out in the cold" (I believe Americanism is proper even in summer), and no attention is paid to his recommendations. I wish to come to America to reside permanently.

Birmingham.

A. E. GARRIDE.

The field here for teaching is immense, but there is a different atmosphere from that in England. There is a great demand here for skilful teachers, for men of ability, and yet such may come from your country and almost starve. There is a certain prejudice against foreigners here—there is in all countries; it is felt that an Englishman does not understand American needs and methods—especially the latter. Your best way will be to apply to some of the excellent "teachers' agencies"—two young ladies, graduates of Girton, were placed in one week after landing. You would do best to determine to take what you could get for the first year, and during that time you could learn the ways of this "great Yankee nation." This will also answer E. B. F., of Chester, and several others.

Can we divide a whole number by a fraction? A fraction by a fraction?

R. L.

1. We can join numbers. A typical example is John has 3 cents and his father gives him 4 more. How many has he?

2. We can separate numbers. A typical example is John has 7 cents and gives 3 to Mary. How many will be left? Again we often have "sets" of numbers to write. This is a typical example: John gave 3 apples to each of his 13 classmates. How many, etc.

3. Uniting "sets" of numbers is a special power of uniting numbers, and is called multiplication.

Again, we often have to separate numbers into "sets."

This is a typical example. John had 36 apples, and wished to divide them among his 12 classmates. How many will each get? The number 36 must be separated into "sets." This is a special case of separating numbers.

4. Separating a number into "sets" is called division. 5. Numbers may be compared, or *ratioed*. This is a typical example: John has 12 apples, James has 6 apples. How many times more has John than James?

6. Can we unite fractions? John has 1-4 of an apple and James has 3-4. How many have both?

7. Can we separate fractions? John has 3-4 of an apple and gives one-quarter to James. How much has he left?

8. Can we divide a whole number by a fraction? That is, can we separate a whole number into "sets," the fraction being one "set." Here is an example: John has 4 apples and gives 2-4 to each of his classmates.

9. Can we divide a fraction by a fraction? That is, can we separate a fractional number into "sets"? Here is an example: John has 6-12 of an apple and gives 2-12 to his companion.

A pupil reports that the lightning struck his father's house, passing down the lightning rod, and creating a great disturbance. It knocked off plaster and made a hole in the floor. It went down the wall behind a desk on which was a box of steel pens, all of which were highly magnetized. One pen would hold up six others.

L. R. S.

In a letter the writer states that it is a practice with him after the opening of school to ask if there is any sickness, or, if any misfortune has happened to the school group. This is replied to by the pupils first, and the teacher afterward. Next it is asked if there has been any "unusual occurrence." It was in answer to this that the above item was given.

What are the two smallest republics in the world?

Andorra and San Marino. Andorra is on the south slope of the Pyrenees between France and Spain. Its area is one hundred and fifty square miles, and its population about 12,000. San Marino, in the eastern part of Italy, is said to have been founded in the fourth century by St. Marinus, a converted stone mason who fled from Rimini during the Diocletian persecution. It is thirty miles in extent and embraces five small villages, with a population of about 8,000.

Please state in your columns the capitals of West Virginia, Louisiana, Wyoming, North Dakota, and South Dakota.

E. K.

Charleston, Baton Rouge, Cheyenne City, Bismarck, and Pierre.

Can you tell me by what counties North Dakota is separated from South Dakota?

A SUBSCRIBER.

The southern tier of counties of North Dakota includes Richland, Sargent, Dickey, McIntosh, Emmons, and others.

Does the word "half-breed" apply to a person having mixed blood, as Irish or French, or only to one having Indian blood in his veins?

H. J. C.

The term is usually applied to those descended from whites and Indians.

In a recent number of THE JOURNAL the statement is made that the loss of the Northern states during the Civil war was 280,000 men, and the loss of the Southern states 320,000 men. I suppose this includes the number of Southerners killed both in the Northern and the Southern army. Almost every Southern state had soldiers in the national army. Am I right?

F. E. S.

The Union army lost, according to the official report, 280,000 men (in round numbers,) and the Confederate army 320,000. These figures do not refer to the sections from which the men came—more than this, that the great majority of Union soldiers came from the Northern states, and the great majority of Confederate soldiers from the Southern states. The above figures include those who were killed in battle and died of wounds and sickness. If those who have died since the war, from the effects of wounds and exposure, were added the number would be greatly increased.

Will you please inform me what proportion of carbonic acid out-door air contains?

On bright days it contains about 12 parts in 10,000, and on rainy days about six parts in 10,000. Old people think the air contains no oxygen some days, if their lungs are weak.

You discourage "pronouncing syllables." I have noticed that when the pupils spell right through a word without syllabing, as a rule, they are poor readers. It looks to me that not being able to syllable, is a bar to pronunciation, and not to be able to pronounce well is a bar to good reading, so that bad reading is a natural sequence of that mode of oral spelling. I require both oral and written spelling.

The pupil spells a word orally by naming the letters—pausing at the end of each syllable. This does not make him a bad reader. There have been excellent readers who were poor spellers. There is a good deal in the philosophy of reading. Oral spelling has not much to do with it. It used to be said, to a pupil when he paused at a word, "Spell it"—but that is unphilosophical and is not now done.

EDUCATIONAL NOTES.

EDUCATIONAL ASSOCIATIONS AND SUMMER SCHOOLS.

Alabama, State Ass'n, Montgomery, June 24-6.
American Institute of Instruction, Saratoga, July 7-10.
Arkansas, State, Mt. Nebo, July 8.
Delaware, State, July.
Illinois, Southern, Carle, Aug. 20-28.
Kentucky, State, Hopkinsville, July 1-3.
Kentucky, State, Frankfort, June 25-7.
Louisiana, State, Shreveport, July 2-3.
Maryland, State, Bay Ridge, July 8-10.
Missouri, State, Sweet Springs, June 27-8.
Missouri, State, Bonne Terre, July 15.
National Association, St. Paul, July 8-11.
New York, State, Saratoga, July 7-9.
Ohio, State, Lakeside, July 1-3.
Oregon, State, Salem, July 1-3.
Pennsylvania, State, Mauch Chunk, July 8-10.
Southern Educational Association, Morehead City, N. C., July 1.
South Carolina, State, Greenville, July 16-18.
Tennessee, State, Memphis, July 1-3.
Texas, State, Galveston, June 24-6.
West Virginia, State, Moundsville, July 1-3.

SUMMER SCHOOLS.

Pennsylvania Summer School, Wilkesbarre, July; Altoona, Aug.
Lake Minnetonka Summer School, Excelsior, Minn., July 8—August 5.
Arkansas Summer School, Mt. Nebo, July 8—Aug. 15.
White Mountain Summer School, Littleton, N. H., July 9—29.
Wisconsin Summer School, Madison, July 14—August 8.
Erie (Pa.) Summer School of Methods for Teachers, July 14—August 8.
Interstate Summer School, Edinboro, Pa., June 30—July 11.
Columbus, Ohio, July 14—July 23. Pottsville, Pa., July 21—Aug. 1. Asheville, N. C., July 28—Aug. 8. Jefferson, Ohio, Aug. 1-15. Grand Rapids, Mich., Aug. 18-29. Detroit, Mich., Aug. 18-29.
Summer School of Methods for Teachers and Kindergartners, Pacific Grove, Cal., July 1-6—August 6.
Monteagle (Tenn.) Assembly, July 1-Aug. 25.
Harvard University Summer Courses, July and August.
School of Expression, Newport, July 5.
Chautauqua College and Schools, July 5—Aug. 15.
Amherst Summer School, Amherst, Mass., July 7—Aug. 8.
National Summer School of Elocution and Oratory, Grimsby Park, Ontario, July 7—Aug. 15.
Boston Summer School of Oratory, July 8.
Duluth Summer School of Languages, July 8—Aug. 16.
Sauveur Summer School of Languages, Burlington, Vt., July 9—Aug. 19.
Martha's Vineyard Summer Institute, July 14.
Southern California Summer School—Santa Monica, Cal., July 14 to August 22.
Bay View, Michigan, Assembly and Summer University, July 16—Aug. 13.
Glens Falls, New York, Summer School and National School of Methods, July 20—Aug. 16.
Nova Scotia School of Science, Parrville, July 21—Aug. 2.
Teachers' Training School at Salamanca, N. Y.—July 29-Aug. 22.
State Normal Institute, Troy, Ala., Aug. 11.

THE ninth semi-annual session of the Maryland State Teachers' Progressive Association was held at Cambridge, Md., July 9, 10, and 11.

At the evening session a discussion on "The Teacher's Library," was opened by Mr. Chas. L. Moore, of Ellicott City. He advised strongly against the indiscriminate reading of novels by teachers, and pointed out that the best way to obtain recognition for themselves and to bring credit to the profession, is by faithful and conscientious study of those things that pertain to the work of teaching.

In the evening of July 10, Rev. D. A. Rideout, pastor of Waugh church, read a paper on "Education." A paper, "The Blair Educational Bill and its Defeat," was to have been read by Prof. Jas. M. Gregory, Prof. of Latin in Howard University, Washington, D. C. In his absence the subject was discussed. The sentiment of the meeting was favorable to the bill.

On July 11, Prof. Gregory read a paper on education in general. Prof. Gregory is president of the National Association of Educators of Colored Youths, organized in Washington, D. C., March, 1890. Many instances of the progress the race has made were given by Prof. Gregory. His advice to the race is to secure a knowledge of the trades and professions, to become a business people, to enter the channels of competition, and the avenues now closed will be thrown open.

The association passed resolutions of endorsement of the National Association—named above—and elected as representatives to its meeting to be held in Atlanta, Ga., Dec. 29, '90, John H. Camper, W. A. Hawkins, Chas. L. Moore, and Mrs. John H. Camper.

THE Presbyterian general assembly at Saratoga adopted these resolutions:

Resolved: That we affirm the importance of our public schools to the welfare of our people.

Resolved: That with intellectual cultivation must go moral training, or the schools may prove a curse rather than a blessing. But this moral training must be based on religion, otherwise its sanction will not be strong enough to grasp the conscience of the people, or its utterances obligatory enough to shape their character.

Resolved: That as the Bible is the source of the highest moral teaching, we regard its exclusion from our public schools as a menace to national welfare, and we urge the members of our church so to arouse public thought on this subject from the pulpit, the press, and ecclesiastical assemblies that this Book shall be restored to its true place in our system of education.

SINCE the election of the American academy in 1884, nine of the forty members have died. They are Richard Grant White, Henry Ward Beecher, James Freeman Clarke, Asa Gray, Theodore D. Woolsey, A. Bronson Alcott, Mark Hopkins, John G. Saxe, and Edwin P. Whipple. It would be a profitable exercise for the pupils to look up something about these men who have had such an influence on our literary, educational, and political history. The surviving members of the academy will fill their places by ballot.

ABOUT 300 teachers of Germany have planned for a journey from Stettin to Norway this summer, taking in Copenhagen on the way. This trip will last two weeks, and will end at Bergen, in Norway. This is a good thing for American teachers to think of.

SOME normal schools are growing rapidly in popularity. The normal school at Emporia, Kan., during the past year enrolled 1084—not including those in its model schools.

WE see it stated that Mrs. John A. Logan, Miss Frances Willard, Mrs. Ellen Foster, and Miss Kate Sanborn, are about to open a normal school for domestic servants, where thorough training in all household duties will be given, diplomas bestowed, and situations found for competent pupils, while the idle and incompetent will be discharged.

THIS THE JOURNAL has advocated for all branches of work; and mark, it is as sure to come as the sun is to rise! It is demanded by the progress of events.

PROFESSOR TOWNSEND, in Music Hall, gave an address in regard to the school book muddle, which was enough to make Mr. Fallon (the member who objected to Myers and Sheldon's histories) blush all over. The protest of this member was dissected, and exposed to the indignant audience. He made it clear to unprejudiced minds, that the dissenting committee-man has no case at all. It is the opinion of the best Catholics here that they may as well admit the wrong-doing they have been guilty of in times past, just as the Protestants must. The past has been a period of ignorance; why deny it. It is of no use to attack the Catholics, but if they have erred let it be admitted. Still the wrangle goes on. This is Boston.

B. K.

It has been asked, "Are there kindergartens in Germany?" It seems that the Boston *Journal of Education* published a letter a year or two ago stating that they did not exist in Germany. It is probable that this has provoked our correspondent to ask the question. Certainly it would be surprising if the German people did not establish them.

Mr. E. Steiger, of this city, says: "From general reports, kindergarten education is very general. There are many private institutions."

THE Ohio Teachers' Association met at Lakeside July 1, 2, 3. We give a list of subjects:

1. Use and Abuse of Methods. 2. Truancy and the Truant Law. 3. Memory Training. 4. Fifty Years of Educational Progress. 5. Scientific Temperance Instruction in the Public Schools. 6. Value of a Library in Connection with School Work. 7. What can be done to elevate the Profession of Teaching? 8. Methods of Teaching Reading in Grammar Grades. 9. Rigid or Loose Government. 10. Reverence and Respect for Law and Authority.

We don't want to criticize our Ohio friends at all, but think they might give their whole time to the seventh subject, and resolve, "Ohio shall have a state normal school, even if we have to support it," and then go home and work out the problem. Let them petition the legislature to authorize the school and let them pay for it. Let them then determine to have "county training schools" and support them by charging fees, and also have county superintendents. Your papers will be good, good friends, but good papers don't make good schools; for these you must have trained teachers.

GERMANY is waking up to the importance of the study of her own language and literature. The *Armee-Verordnungs-Blatt* says:

"In the military schools German is to be the center of the whole

instruction. In every subject the pupil is to be directed to make a free and easy use of his mother-tongue. In the selection of readings, theses, and other papers to be prepared by the pupils, along with the traditions of antiquity, due consideration is to be paid to the culture and intellectual achievements of modern nations, and special attention is to be given to German folk-lore, history, and literature. German history, especially that of modern times, is to take a more prominent part than heretofore; ancient and mediæval history is to be taught in such a manner as to give an idea of the roots and the growth of our own culture."

Future ages will hardly believe that a nation possessing a literature as noble as that of England, neglected it, and made its young men spend their time on the literature of Greece and Rome.

A WRITER in the June *Ohio Educational Monthly* argues that Ohio should have uniform examinations and county superintendents of schools. He is right. The Ohio system is about as poor a system as there is. By the way, will the teachers at their meeting at Lakeside take hold of this very important subject? We don't believe they will.

If a teacher does not know himself how can he know others? We confess we do not know. It is stated by good psychologists that we cannot know in others, what we do not first know in ourselves. Will our readers note this statement. Is it true? We believe it is. If it is not true, why is it not true? If it is true then the teacher's duty is plain. It was for the purpose of helping teachers to know themselves that "Temperament in Education" was written, and we are glad to know that many teachers have been helped by its pages. In a recent notice of it the *Cincinnati Public School Journal* says, "This book will be useful (shall we not say essential?) to those who wish to know themselves. We hazard nothing in saying that if anyone earnestly desirous of improving, should study this book and faithfully apply the directions it contains, he would increase his capacity for knowledge, his power for usefulness, and his success as a teacher, fifty per cent." This would be a great gain, certainly.

PROF. W. A. Blair has been the superintendent of the Winston school, N. C., and a very competent man too. He was chosen the president of the National Bank, and in that place proved himself (a very unusual thing in a teacher) an able business man. As the bank has grown more demands have been made on his time, and he has severed his connection with the schools, and has been succeeded by his brother, Prof. John Jay Blair. We regret the loss to the educational world, but we need men in banks and stores, etc., who know the cost of producing and maintaining good teachers. May he be as successful in his presidency of the bank as in the superintending of the schools.

EDUCATIONAL trouble is spreading. The Japanese are in search of a basis of morality, and the Chinese are in hot water over cheating at their examinations. The Japanese don't like Western standards of morality, and the Chinese hold fast to examinations as the cornerstone of their educational fabric. It has been decided that Confucius is to be the moral teacher, and a textbook containing an outline of his doctrines is to be compiled. We do not know how the examination question will be settled.

We find in the *Educational News* of May 24, about a column quoted from THE SCHOOL JOURNAL of May 10, but there is no credit given. THE JOURNAL is copyrighted, and we expect all who want to draw from our columns to give it due credit. Dr. A. N. Raub, the editor of the *News*, will please take notice.

PROFESSOR J. H. SHINN, of Little Rock, Ark., has been unanimously nominated superintendent of public instruction by the Democratic party. He is said to be sure of his election.

We have a few fine photographs of Joshua G. Fitch, the celebrated author of "Lectures on Teaching." Those who want to collect photographs of celebrated educators should embrace this opportunity. They can be had of E. L. Kellogg & Co. 25 cents each.

THE new Randolph Macon academy building was dedicated the other day at Lynchburg, Va. This is a college preparatory school of which the people of the Old Dominion may well be proud, and a great future lies before it. Representatives of nearly all the colleges of Virginia and surrounding states, and many distinguished ministers, were present.

THE thirty-ninth meeting of the American Association for the Advancement of Science will be held at Indianapolis, beginning Tuesday, August 19.

MISS SYLVIA H. MCCALL, a well known teacher of Grand Rapids, died June 20. Miss McCall was a graduate of the Oswego normal school, and her home was in Oxford, N. Y.

LOCKPORT, N. Y., had a grand educational holiday recently. The cornerstone of the new high school building was laid, in the presence of 10,000 people, by the grand lodge, F. & A. M. The city was gaily decorated, and there was a procession a mile long.

THOSE who favor the education of the colored race, and this number of course includes all teachers, have a chance to aid the cause by contributing to the support of the Rankin-Richards institute, of Windsor, Bertie county, N. C. The institute is only four years old, and yet there are 160 pupils in attendance, and 300 more are desirous of becoming pupils when the new year opens. Industrial training will be made a feature of the work as soon as means can be procured to meet the running expenses. Mr. Rhoden Mitchell recently came to New York to make collections.

On July 10, President Charles Kendall Adams, of Cornell University was married to Mary Matthews Barnes, the widow of the late Mr. A. S. Barnes, the well-known publisher of this city.

THE Connecticut teachers have undertaken to raise funds for Dr. Henry Barnard, and intend to put them in the form of an annuity. C. F. Carroll, D. N. Camp, C. D. Hine, and F. F. Burrows, form the committee.

NEARLY one hundred teachers, chiefly from New England, sailed on H. Gaze & Son's first excursion on the Anchor Line steamer *Furnessia* for a \$200 tour to Scotland, Holland, Belgium, France, England, and Ireland.

The second party numbers about fifty, and they were to have sailed on the *City of Rome* before she broke down. They will sail by the Hamburg Line steamer *Gelert*, which will touch at Southampton on purpose to land this party.

A third excursion, numbering 56 persons, will sail on the Anchor Line steamer *Devonia*. A teacher just returned says: "I had but to say I was one of Gaze's party to get good treatment."

IN his Decoration day address, Principal J. A. White-lock, of Cape May Court House, N. J., referred thus to the public school:

"Are we sure no subtle foe lurks within our bounds? * * * * * The 'Dragon's teeth' that called our fathers to the field was the 'canker of construction.'"

"The private sectional schools taught different opinions concerning the Constitution. This led to local jealousy and sectional strife, which was, primarily, the cause of the war."

"Would we profit by experience, it behooves us then, to break down the narrow prejudices engendered by private and sectarian teachings, by fostering our great public school system which has, more than any other single agency, unified the people of this great republic, and created a more truly national spirit than was ever known before its institution."

"Then why not place the flag on every school-house in the land, that the tried veteran may gaze at it with sad remembrance of the perils through which it led,—that fathers and mothers may call their children around them and tell them its wonderful story,—that our boys and girls may live beneath it, may watch its beautiful folds rise and fall on the gentle breeze, may drink in the spirit of Liberty with the air they breathe, and become imbued with the love of country as a part of life!"

THERE are two "Southern Associations of Teachers." The one at Morehead City met July 1. J. H. Shinn, of Ark., was elected president; E. G. Harrell, N. C., secretary. The president gave considerable time to demonstrating that "it is not sectionalism to make less the illiteracy charged on them." T. J. Jarvis, of North Carolina, "made the grandest speech of his life." State Supt. Finger, of North Carolina, thought the association should "guide education, should be true to the history, the genius, the character, of the Southern people." "Southern School Books," and "Southern Educational Journals" were subjects of two papers.

THE American Institute of Homeopathy at Waukesha,

Wis., 1890, voted to require a four years' course of medical study from all students after the session of 1891-2. Most of the medical colleges of the country will adopt the four years' course.

THE *Austin County Times*, Texas, says of the "Mid-summer Number" of THE SCHOOL JOURNAL: "It is a complete catalogue of school supplies; it should be in the mail matter of every teacher."

THE next examination for state certificates held in New York City, will be at the College for the Training of Teachers, 9 University place.

PROF. FRYE, president of the Interstate summer schools, writes: "We have enrolled 1800 teachers; the session at Edinboro is under way, and the enthusiasm is tremendous." The reason is that the president is enthusiastic. As the leader, so the school.

THE *Sun* says:

"A radical change in the habits and ambitions of young men has taken place during the last generation. This republic begins to resemble ancient Greece in devotion to athletic exercises and its rejoicing over physical development and muscular perfection. The strong, enduring man has become the hero. As a result of this newly awakened sentiment, the type of the race is much higher physically than it used to be, and the improvement shows itself in both men and women. They are both growing taller and of more symmetrical proportions; and yet the athletic movement is in its beginning only. It will tell more on the generations succeeding, for it did not extend through society generally until within a very few years. Now there is not a schoolboy who is not inflamed with emulation for athletic superiority, and whose chief heroes are not champions of strength and endurance."

(A change has taken place, but it is going beyond proper limits and will work an injury to both college and student.)

THE *Educational News*, of Philadelphia, inserts an advertisement of the "*Public School Journal*, the highest authority on the Theory and Art of Teaching." That reminds us that Mr. Bicknell, when editing sent an exchange an advertisement—"Get the Best, the *Boston Journal of Education*." Both were in bad taste.

WE commend the words of Sir John Lubbock to those who oppose manual training. Speaking of the "New Code of Instruction," he said:

"Another omission in the code was as regarded manual instruction. In the infants' schools they had the kindergarten and other similar exercises, and for young men they had many technical schools; but for boys between the two ages there were no corresponding opportunities. They provided for them no training in the use of the hand. With girls they carried on manual training by means of needle-work; but while they all saw the necessity of that work for girls, they entirely overlooked the equal or even greater necessity for hand training in the case of boys. The Romans had a proverb that boys should be taught nothing which they could not learn standing up; that would, no doubt, be going too far, but he was afraid that they were going to the opposite extreme."

EDITOR MACDONALD of the *Western School Journal*, an excellent paper, says he finds in some educational papers selections from his paper, but not credited, or if credited it is to "Exchange" or "Ed." We are glad he speaks out, for we are tired. Two editorials have just copied the same article from us, but gave no credit.

FOR several years many of the the Catholic schools have asked for funds from the state of New York. As the schools were under the control of the bishop they were refused. St. John's Catholic school has now gone under trustees, the regents have given it a charter, and it will draw money in proportion to the number of pupils that pass examination. Other applications for charters will follow.

THE graduates of Brown University, at Providence, R. I., are trying to raise \$500,000, the money to be devoted to the establishment of a technical school where thorough instruction in electrical branches can be given.

OUR attention is frequently called to the advance of those who make special preparation for teaching. Miss Jones, just appointed in state normal college, Florence, Ala., though an experienced teacher, spent a year with Col. Parker. Miss Purvis, just appointed there, also after graduating from Potsdam normal school and teaching four years, went back for special instruction in drawing, music, and calisthenics. This is not the way of the "old education."

MRS. MARY H. HUNT said on the "temperance-teaching law":

"If this great work of warning our children and youth against alcoholic liquors is to include all our children to-day, and thus save

our nation to-morrow, skilful and organized efforts, especially in our cities, must be made now to secure temperance men and women on our school boards, as well as superintendents and teachers who are in sympathy with the law and its most faithful enforcement. You want the saloon at once and forever abolished. Yes, my friends, we want the same thing, but under this government by majorities we shall be obliged to wait until the majority agree with us in wanting it abolished.

"Truth planted in the mind of the child is good seed sown in the acres of the near future. We, the temperance and Christian people of to-day, must be true to our high trust and obligation to enforce these temperance education laws."

NEW YORK CITY.

Charles Gates, principal of grammar school No. 35, has been obliged to resign on account of ill health. He has long held a distinguished place in public estimation. The board of education refused the application of the primary teachers' association for a training school in the new methods. Com. Lummis, upon this, asked for ten lectures under the direction of the superintendents. Com. Tamsen proposed that the lectures be given by the superintendents. Com. Lummis is thought the superintendents had more than they could do now. It was proposed by Mrs. Agnew that the subject be postponed, but it was lost. The appointment of Mr. Henry W. Jameson as assistant superintendent is considered a very excellent one. Mr. Jameson made an excellent record as teacher in the St. Louis high school, and since his appointment in grammar school No. 60 has gained a high reputation as a man who understands educational principles.

FOREIGN NOTES.

SAXONY.—The kingdom is divided into twenty-eight school inspection districts. At the end of 1887 there were in Saxony 2,144 public Protestant, and 39 Roman Catholic common schools (Volksschulen), 84 private schools, and 1,919 advanced common schools (Fortbildungsschulen).

According to the recent report of the Japanese minister of education there are in the empire 10,862 school districts; the total population being 39,701,594, and the children of school age numbering 6,740,929. The empire employs 62,372 teachers, and there are at present enrolled in its various schools about 2,800,000 children. There are advanced courses in art and science in the university, and in addition high-class commercial schools, schools of fine art, schools of music, schools for the deaf and dumb and blind, and many others. Many of the text-books are written by native Japanese. This is a remarkable result for only twenty years' work, the reform in Japanese institutions having begun about 1870.

The University of Leipzig, founded in 1409, and attended on the average of recent years by 3,000 students, is the third largest in Germany.

CHINA.—Education of a certain type is very general, but still there are vast masses of people who can neither read nor write. There is a special class who alone know the literature of their country, to the study of which they devote their lives. Yearly examinations are held for literary degrees and honors, which are necessary as a passport to the public service; and in 1887, for the first time, mathematics was admitted with the Chinese classics among the subjects of the examinations. Recently Western literature, and especially works of science, have been introduced in translations, and schools for the propagation of Western science and literature are continually on the increase. The principal educational institution for this purpose is the "Tung Wen Kwan," or College of Foreign Knowledge, at Peking. It is a government institution, where the English, French, German, and Russian languages, and mathematics, astronomy, meteorology, chemistry, natural history, physiology, anatomy, and Western literature are taught by European and American professors, while the Chinese education of the pupils is entrusted to eminent Chinese teachers. There are, besides, several colleges under the control of some of the numerous Roman Catholic and Protestant missionary bodies at Shanghai; and a number of smaller or elementary schools at Shanghai and other ports, where the English language and lower branches of Western science only, form the subjects of study. The Chinese government has of late years established naval and military colleges and torpedo schools in connection with the different arsenals at Tientsin, Shanghai, and Foochow, in which foreign instructors are engaged to teach such young Chinese as intend to make their career in the army or navy of their country, also Western modes of warfare, and Western languages and literature. Two Chinese newspapers have for several years flourished at Shanghai, and the success they have achieved has led to the establishment of others at some of the other treaty ports.

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BOOK DEPARTMENT.

NEW BOOKS.

RECOLLECTIONS OF GEN. GRANT. By George W. Childs. Philadelphia: J. B. Lippincott Co. 104 pp.

Those who read this little book, by Mr. Childs, who was for many years a personal friend of Gen. Grant will have their admiration for the general increased. The great soldier's noble qualities—his justice, kindness, firmness, magnanimity—are set forth, and many anecdotes are related of him. Few were aware that Gen. Grant had artistic talent, yet it is related that one of his pictures received high praise from art critics, and had he devoted the necessary time to it he would have excelled with the brush. Admirers of the famous trio,—Grant, Sherman, and Sheridan—and that includes of course all Americans and many others besides, will be interested in the account given in this book of the presentation of their portraits to the West Point military academy.

DEUTSCHE LITERATURGESCHICHTE. To A.D. 1100. By Carla Wenckebach. Boston: D. C. Heath & Co.

This is the first volume of a work in three parts intended to be used in the study of the history of German literature in universities, colleges, and academies. It will be exceedingly valuable to those who wish to make a thorough study of the early literature especially, because books of this kind have usually given very little space to these first German writers. Whole poems have been selected whenever possible, or, when they were too long, full extracts. The aim has been to give all the connecting links between the first efforts of German writers and the more widely read literature of modern times. These look as strange to modern German eyes as Anglo-Saxon does to us. But he who cares to delve in these hidden mines will find plenty of treasure. The people who beat back the Roman legions were very much in earnest in whatever they undertook. There is much profit to be obtained from the study of the literature, history, and social institutions of our Teutonic cousins, who have made and are making such an impression on the world's civilization. The earnest student will appreciate the value of the references to selected chapters from the best works on the history of civilization, and to noted romances, by which he can gain a knowledge of the real life of the time. The author invites criticisms and suggestions from teachers and students of German literature, as she desires to avail herself of the experience of others in the preparation of the second and third volumes.

SCHOOL SUPERVISION. By J. L. Pickard, LL.D. International Education Series. New York: D. Appleton & Co. 169 pp. \$1.00.

The fact that Com. W. T. Harris is the editor of this series insures the highest character of the volumes. The present one, written by the former superintendent of Chicago schools who has since been engaged in other important educational work, covers the whole ground of supervision. Educators feel that there is no other subject of more importance. No one thing has contributed more to bringing the schools up to their present high standard. The smaller towns and villages have many of them adopted supervision in some shape. Much good work has been done, but a large part of it has been haphazard. This book will be an incalculable help, especially to those who have not had the benefit of wide experience. We advise every superintendent to read it, and also those teachers, and that includes a vast number, who are aspiring to the superintendency of schools. It also might benefit all teachers to view the work of supervision from the superintendent's standpoint. The scope of the work may be seen from the subjects treated, viz.: Historical sketch of supervision of schools in the United States; the character of school supervision; state supervision; county superintendency; city supervision; city superintendent of schools; the city superintendent's relation to pupils; the superintendent's relation to teachers; gradation and course of study; promotions and examinations; relation of superintendent to parents and patrons; to the physical training of pupils, to moral training, to government and discipline of pupils, to the board of education, and to agencies for the improvement of teachers; relation of public schools to morality and religion, and what shall we do with our boys? Each of these subjects is treated concisely yet fully, and from the standpoint of a practical educator. School officers by reading this book might learn some of the difficulties the superintendent has to meet, and this would tend to lessen the friction between that officer and school boards.

PRACTICAL SANITARY AND ECONOMIC COOKING ADAPTED TO PERSONS OF MODERATE AND SMALL MEANS. By Mrs. Mary Hinman Abel. American Health Association: Rochester, N. Y.

This is the Lamb prize essay awarded by the American Public Health Association, and is on a subject that deeply concerns all. Man's physical, mental, and moral welfare depends in large measure on the character of his nutriment. Few will, therefore, question the assertion of the poet that "we may live without poetry, music, and art," but "where is the man who can live without cooks?" The person or the association that helps to increase a knowledge of the culinary art, truly is doing a philanthropic work. The food of a large portion of the poor is detrimental to health, and at the same time expensive. In this essay both healthfulness and economy have been kept constantly in view. The committee of award say that among the seventy essays that were written for the prize this was "not only pre-eminently the best, but it is also intrinsically an admirable treatise

on the subject. It is simple and lucid in statement, methodical in arrangement, and well adapted to the practical wants of the classes to whom it is addressed."

The subject is divided into three parts: I. Protein-Containing Foods and Their Preparation; II. Fats and Oils; III. The Carbo-Hydrate-Containing Foods and their Preparation. Here we have a treatise that does not tell how to make indigestible pastry and other expensive foods, but one that will truly benefit all, because it tells how to prepare simple, economical, and palatable food. The association wishes all interested in the public welfare to help give this and other treatises they publish the widest possible circulation.

PEARL POWDER. A Novel. By Annie Edwards. Philadelphia: J. B. Lippincott Co. 414 pp. 50 cents.

This is a story of a somewhat intense type, of love and art. The scene is in England, but very little space is given to descriptions of landscapes. The author devotes the most of the space to analyzing the feelings of the lovers—Philippa Harkness and Oliver Arden who were so perverse as to fall in love, even after those who were older and wiser than they had predicted there was no danger. Oliver did another thing, which seemed very shocking to his elders, and which young people with a spark of genius are very likely to do, he deliberately renounced the profession—medicine—that had been chosen for him, and turned his attention to the calling of his own choice—art. The fortunes of these lovers will no doubt help to while away many a summer day. The style is bright and attractive.

ANNOUNCEMENTS.

T. Y. CROWELL & Co.'s recently published book, "The Salt Master of Luneberg," translated from the twenty-first German edition, by W. Henry Winslow and Elizabeth B. Winslow, is a specimen of modern fiction of the better sort. It gives an interesting picture of fifteenth century Germans.

ROBERTS BROTHERS in "Sons of the Soil" have given the public an excellent rendering, by Katherine Prescott Wormeley, of one of Balzac's most popular works.

A. S. BARNES & Co. have recently issued "Arrows, or the True Aim in Teaching and Study," by Addison Ballard, D.D., in which the author sets forth his idea of education in a delightful way.

G. P. PUTNAM'S SONS' publication, "A Romance at the Antipodes," by Mrs. R. D. Douglas, is a graceful sketch of love and life on board a ship, and in an Australasian country.

LEE & SHEPARD have issued a new and revised edition of Meta Landor's (Margaret Woods Lawrence's) novel, "Marion Graham," which is one of the old-fashioned stories told for the purpose of moral and sentimental instruction.

THE CASSELL PUBLISHING CO.'s new book, "Scouting for Stanley in East Africa," by Thomas Stevens, is a graphic narrative by the world-renowned bicyclist.

SCRIBNER & WELFORD are about to bring out a limited edition of a work on the "Barbizon School of Painters," in which etching, photographure, and wood-engraving will all be employed.

MACMILLAN & Co. will bring out early in the fall in book form the late Miss Elizabeth Balch's "Glances of Old English Homes," several chapters of which appeared in the *English Illustrated Magazine*.

J. H. W. LOVELL Co.'s publication, "The Life, Personal Reminiscences, and Musical Career of Patrick Sarsfield Gilmore," is one that musicians all over the country will enjoy.

J. B. LIPPINCOTT Co. bring out a work entitled, "The Bermuda Islands," that describes the scenery, physical history, and zoology of the Somers archipelago.

GINN & Co. number among their recent works: "The Best Elizabethan Plays;" "Reference Handbook of English History," by E. H. Gurney; "Elements of Structural and Systematic Botany," by Douglas Houghton Campbell, Ph.D.

FORDS, HOWARD & HULBERT have issued "Evolution and Religion," by Henry Ward Beecher, for which the demand already is large.

"AUTHORS' BIRTHDAYS," by Caroline H. Stanley, of the training school at Kalamazoo, Mich., formerly issued in Chicago, is now published by A. Lovell & Co., New York.

MAGAZINES.

With the issue of June 28 the *New York Nation* closed the twenty-fifth year of its existence, and it very appropriately sums up in the number published July 3 the political, social, and other changes that have taken place in that time. The *Nation* itself has not been the least among the factors that have brought about those changes. By its open, manly course it has done much to foster that freedom of thought and discussion that is destined to save our country, in spite of political bigotry, self-seeking, and corruption. The children of this able, independent weekly are scattered all over the country, and may they all live long to shed light into dark places.

Rudyard Kipling has written for the August *Lippincott* story of Anglo-Indian life which he calls "At the End of the Passage." Our *Little Men and Women* for July will delight the children, for its stories and verses are attractive and charmingly illustrated.

During this season of abundance of vegetable life, lovers of dowers into whose hands *Vick's Magazine* falls will read it with unusual care. Among the subjects treated in the July number are: "Water Cress," "Vine Mildew and Rot," "July in the Garden," and "The Geranium and its Training."

The *Business Woman's Journal*, the June number of which is before us, is an able and useful publication. "Women who are Molding Public Opinion," is made up principally of critical sketches of some of the leaders in business and in philanthropic work. There are departments, treating on dress, house-keeping, stenography and type-writing, the home, education, philanthropy, etc. The need of a magazine touching on the relation of women to the business world, is undoubted, and this magazine appears to meet it.

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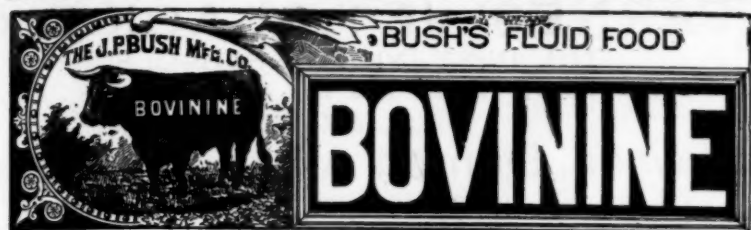
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A robin built her nest in a queer place in a saw mill near Scranton, Pa., last spring. The mill had been idle for some time, and late in May while the owner was getting ready to saw a few logs, a cock robin darted about the mill and squalled spitefully at him. Why the noisy bird was so cross he couldn't make out, but he learned pretty soon after he had hoisted the gate and set the mill agoing. On top of the upright saw frame mother robin had built her nest, and she was sitting on it when the machinery began to make the saw fly up and down. The quick, downward strokes came very near pulling the nest away from her, but she clung fast and kept her four eggs warm. Meantime the male robin darted at the man every few seconds and cried at him as though he had no business around there. The female bird's admirable devotion to duty, and the male robin's incessant pleadings in her behalf, touched his sympathetic chord, and before the saw was half through the log he shut the water off. He was in no hurry for lumber, and he didn't try to run the saw again until after the robins had raised their little family. In the latter part of July he noticed that the birds were preparing to begin housekeeping anew. There were two eggs in the old nest up on the saw frame, and the indications were that mother robin would lay two more inside of three days. The water was low then, and he let the busy robins have the mill all to themselves. Before frosty nights came the birds had hatched and raised another brood on the old saw frame, sent them out into the big world, and taken their departure from the mill for good.

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